

1992

Master's Programs in Metal Health Counseling and School Guidance Counseling Policies and Procedures Handbook 1992-1993

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**Master's Programs in
Mental Health Counseling
and
School Guidance and Counseling

Policies and Procedures
Handbook**

1992 - 1993



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**Master's Programs in
Mental Health Counseling
and
School Guidance and Counseling**

**Policies and Procedures
Handbook**

1992-1993

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The Academic Calendar

Main Campus

All courses meet weekly for a three-hour period. The Fall and Winter semesters run for 15 weeks. The Summer semester is half that length with the exception of practicums that span a 12-week period. Classes meet once per week during the Fall and Winter semesters and twice per week during the Summer semester. Courses are typically offered either 4:00 p.m. - 7:00 p.m. or 7:00 p.m. - 10:00 p.m., Monday through Thursday.

Fall, 1992

Wed., Aug. 19-28	Registration and advisement for on-campus master's students.
Mon., Aug. 31	Classes begin. Last day for regular registration. Late registration fee of \$30 will be charged after this date. End of 100% refund.
Mon., Sept. 7	Labor Day , University offices closed.
Tues., Sept. 8	Last day for completing late registration.
Fri., Sept. 11	Last day for adding classes.
Mon., Sept. 14	End of 80% refund.
Mon., Sept. 21	End of 60% refund.
Mon., Sept. 28	Rosh Hashanah , University offices closed.
Tues., Sept. 29	End of 40% refund.
Mon., Oct. 5	Last day for dropping classes. End of 20% refund.
Wed., Oct. 7	Yom Kippur , University offices closed.
Thurs.-Fri. Nov. 26-27	Thanksgiving , University offices closed.
Wed., Dec. 9-18	Registration and advisement for on-campus master's students for Winter, 1993.
Mon., Dec. 21	Fall semester ends.
Thurs., Dec. 24	Final grades due in Program Office.
Thurs., Dec. 24 (noon) - Fri., Dec. 25	Christmas , University offices closed.
Thurs., Dec. 31 (noon) - Fri., Jan. 1	New Year's , University offices closed.

Winter, 1993

Mon., Jan. 4	Classes begin. Last day for completing regular registration. Late registration fee of \$30 will be charged after this date. End of 100% refund.
Mon., Jan. 11	Last day for completing late registration.
Fri., Jan. 15	Last day for adding classes. End of 80% refund.
Mon., Jan. 18	Martin Luther King, Jr. Day , University offices closed.
Fri., Jan. 22	End of 60% refund.
Fri., Jan. 29	End of 40% refund.
Fri., Feb. 5	Last day for dropping classes. End of 20% refund.
Mon-Fri, Mar. 1-5	SPRING BREAK
Fri., April 9	Good Friday , University offices closed.
Wed., April 14-23	Registration and advisement for on-campus Master's students for Summer I, 1993.
Fri., Apr. 23	Winter semester ends.
Thurs., Apr. 29	Final grades due in Program Office.

Summer 1993 - Term I

Mon., May 3	Classes begin.* Last day for regular registration. Late registration fee of \$30 will be charged after this date. End of 100% refund.
Fri., May 7	Last day for completing late registration. End of 75% refund period.
Fri., May 14	Last day for adding classes. End of 50% refund period.
Fri., May 21	Last day for dropping classes. End of 25% refund period.
Mon., May 31	Memorial Day , University offices closed.
Fri., June 25	Summer session ends.
Thurs., July 1	Final grades due in Program office.

*Master's Program practicums will be held in a twelve week format during the summer term.

Summer 1993 - Term II*

Mon., June 28	Classes begin. Last day for completing regular registration. Late registration fee of \$30 will be charged after this date. End of 100% refund.
Thurs., July 1	Last day for completing late registration. End of 75% refund period.
Mon., July 5	Independence Day , University offices closed.
Fri., July 9	Last day for adding classes. End of 50% refund period.
Fri., July 16	Last day for dropping classes. End of 25% refund period.
Fri., Aug. 20	Summer session ends.
Thurs., Aug. 26	Final grades due in Program office.

*The availability of a summer term II for the Master's Program will be announced during the Winter term, 1993.

The Academic Calendar

Field-Based

The field-based academic program is offered during an academic year that is scheduled September-June. Class meetings (except practicums) are scheduled on Fridays (6:00 p.m. - 10:00 p.m.), Saturdays (8:30 a.m. - 6:00 p.m.) and on Sundays (8:30 a.m. - 5:30 p.m.). The following calendar of classes applies to all field-based programs for the 1992-93 academic year.

Fall 1992

September 18,19,20
October 9, 10, 11

First Class*

November 6,7,8
December 4,5,6

Second Class*

Week of September 8 -
Week of December 14

Practicum
(Starting Dates To Be Announced)

Winter - Summer 1993

January 8,9,10
January 29,30,31

First Class*

February 26,27,28
March 19, 20, 21

Second Class*

April 16,17,18
May 14,15,16

Third Class*

June 4,5,6
June 25,26,27

Fourth Class*

Week of January 4 -
Week of April 12

Practicum
(Starting Dates To Be Announced)

*All classes officially begin one month prior to the first weekend of class. Field-based locations include Coral Springs, Clearwater, Ft. Myers, Gainesville, Jacksonville, Melbourne, Miami, Ocala, Orlando, Palm Beach and Tampa.

All University Offices are Closed on the Following Days

1992		1993
Mon., Jan. 20	Martin L. King, Jr. Day	Mon., Jan. 18
Fri., April 17	Good Friday	Fri., April 9
Mon., May 25	Memorial Day	Mon., May 31
Fri, July 3	Independence Day	Mon., July 5
Mon., Sept. 7	Labor Day	Mon., Sept. 6
Mon., Sept. 28	Rosh Hashanah	Thurs., Sept. 16
Wed., Oct. 7	Yom Kippur	Sat., Sept. 25
Thurs.-Fri., Nov. 26-27	Thanksgiving	Thurs.-Fri., Nov. 25-26
Thurs., Dec. 24 noon - Fri., Dec. 25	Christmas	Fri., Dec. 24
Thurs., Dec. 31 noon - Fri., Jan. 1 (1993)	New Year's Day	Fri., Dec. 31

I. Introduction to the Center for Psychological Studies

The Center for Psychological Studies welcomes you to graduate study at Nova University. You have been accepted into study in the Master's Program in Mental Health Counseling or School Guidance and Counseling which is designed to provide education and continued professional development to persons who currently serve or who will serve in a variety of mental health counseling capacities or in a school guidance counseling capacity.

The master's programs provide education and training for persons who will seek employment in settings such as mental health clinics and agencies, social agencies, hospitals, schools, and personnel offices.

The Center for Psychological Studies offers graduate degree programs at the master's and doctoral levels, post-doctoral training programs, and continuing education programs. The Center also offers Ph.D. and Psy.D. programs in clinical psychology which are APA accredited. Doctoral programs are full-time, on-campus degree programs.

This *Policies and Procedures Handbook* was designed to familiarize you with specific policies and procedures governing the master's programs. Knowledge of the contents of the *Handbook* and all printed program literature is essential to ensure the smooth functioning of your graduate training. You are urged to carefully review this handbook before beginning graduate study and to make frequent reference to it. ***Ignorance of policies and procedures is not an acceptable defense for failing to abide by them.*** As a graduate student you are also expected to read and abide by all program literature.

The graduate programs continue to evolve, and periodically, there may be changes in curriculum, research, practicums or other requirements. Because these changes occur to improve the training of counselors, any such changes will be announced and will become part of the requirements for graduation for all

students at the discretion of the Dean, regardless of the student's status in the program. See also, Reservation of Power, pg. 55.

Accreditation

Nova University is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools to award bachelor's, master's, educational specialist, and doctoral degrees. In addition, the Ph.D., Psy.D. and doctoral clinical internship programs are fully accredited by the American Psychological Association.

Center for Psychological Studies Philosophy

The Center for Psychological Studies, sometimes referred to as the School of Psychology, is tripartite in its mission. It is committed to providing quality educational experiences and training in psychology, encouraging the advancement of knowledge through research and to providing high level services to a variety of individuals with varying needs. The School believes it is best suited to provide for the educational needs of society by supporting a wide range of points of view within psychology. While many "schools of thought" are represented within the Center, no particular position or point of view dominates.

The School further provides for a variety of professional needs simultaneously. There is a strong commitment to the advancement of psychological knowledge. Faculty are encouraged to remain active in their research pursuits. The clinical Ph.D. program provides training for doctoral candidates pursuing careers as applied researchers. Equally strong is the commitment to provide training for the practitioner oriented psychologist. The Psy.D. program in clinical psychology provides quality training for doctoral candidates committed to the practice of psychology. The Master's programs in counseling provide quality training for individuals engaging in service delivery within agencies and schools under supervision.

Finally, the Center is committed to providing educational experiences for the professional community. Re-specialization training for non-clinical psychologists is available. Continued educational experiences are provided for licensed mental health professionals through the continuing education program series.

Master's Program Philosophy

The Center believes each individual can best serve both the profession of psychology and society as a whole through an educational experience which encourages critical thinking, creative analysis, and an openness to new ideas and positions.

The **Master's Program in Mental Health Counseling** was designed for the continued professional development of persons who presently serve or will serve their community in a variety of counseling capacities. Master's training is based on a developmental model that emphasizes interdisciplinary collaboration, prevention of dysfunction, and direct service. The field of mental health counseling, which has experienced a great deal of growth over the past decade, now has professionals placed in mental health settings, business and industry, substance abuse clinics, hospices, hospitals, educational settings, and private practices. The Center for Psychological Studies is firmly committed to the mission of training competent professionals who will design and implement prevention and treatment programs and provide direct counseling services. The course work provides broad-based training designed to equip individuals with the skills necessary to confront a wide variety of contemporary issues such as substance abuse, family violence, aging, eating disorders, suicide, and general emotional problems.

The **Master's Program in School Guidance and Counseling**, also based on a developmental model, prepares students to function as guidance counselors in school systems. While the role of the school counselor varies within and across schools, districts, and states, counselors increasingly serve in multiple roles, interacting and consulting with parents, teachers, school psychologists, agencies, etc. to provide effective services to students (pre-K through 12). Counselors will be called upon to respond to students of varying backgrounds and ethnic diversity and to interact with students in both a remedial and developmental way. In addition to the traditional responsibilities of the school counselor, a variety of contemporary issues will face the counselor, including dropout prevention, teenage pregnancy, reduction of truancy, personal issues and crises, drug and alcohol abuse, etc.

Course work was designed for the competent training professionals who will ultimately have an impact on both the individual student and the school climate. Varying techniques and strategies will need to be employed by the school counselor including individual and group counseling, assessment, vocational and career guidance, consultation, and program development. Based in psychological and developmental theory, counselor training, therefore, will need to encompass a broad base of techniques, strategies and interventions.

II. Curriculum and Degree Completion Requirements

A Master's Program may be taken on a full-time or part-time basis program. A student is expected to complete all requirements for the degree within five years of the date of first registration (see Time Limit requirements).

In both the Master's Programs in Mental Health Counseling and School Guidance and Counseling, students must satisfactorily complete all curriculum requirements, including practicum and the comprehensive exam. The components of each program are the following:

- General required curriculum
- Electives (Mental Health Counseling curriculum only)
- Practicums
- Comprehensive Examination

The general curriculum of each Master's program is designed to provide the knowledge and training necessary for the student to develop as a mental health or school guidance counselor. As state licensure or certification requirements vary and/or are subject to change, it is recommended that students examine these requirements in the state to which they may make application to determine if curricular requirements of that state are met.

The curriculum of each program is presented in the next pages. Course work is not necessarily offered in this sequence. The student should exercise care to ensure that all prerequisites are met.

Students should seek advisement from the appropriate administrator or faculty member.

The Master of Science degree in Mental Health Counseling requires a minimum of 48 credit hours, whereas the Master of Science degree in School Guidance and Counseling requires a minimum of 36 credit hours.

Master's Program in Mental Health Counseling

Master's Degree Curriculum Forty-Eight (48) Semester Hours

Required Courses	CGPY 502 -	Counseling Theories & Practice
	CGPY 504 -	Counseling Skills Lab I
	CGPY 507 -	Research & Evaluation for Counselors
	PSY 509 -	Personality Theories
	PSY 512 -	Human Development & Learning
	CGPY 570 -	Ethical, Legal, & Professional Issues for Counselors
	PSY 580 -	Abnormal Psychology
	PSY 582 -	Human Sexuality
	PSY 608 -	Psychological Testing for Individual Evaluation
	CGPY 625 -	Counseling Strategies for Individuals
	CGPY 635 -	Group Theory & Practice
	CGPY 670 -	Counseling Skills Lab II
	CGPY 680 -	Counseling Practicum I
	CGPY 681 -	Counseling Practicum II
Elective Courses: Partial Listing (Two will be selected from these and/or other available offerings)	CGPY 510 -	Career Development
	CGPY 515 -	Principles of Counseling & Guidance
	CGPY 610 -	Marriage & Family Counseling
	CGPY 630 -	Counseling the Culturally Different Student
	PSY 535 -	Clinical Biofeedback
	PSY 540 -	Aging I
	PSY 544 -	Aging II
	PSY 562 -	Social & Cultural Factors in Aging
	PSY 602 -	Behavioral Counseling
	PSY 604 -	Child and Adolescent Psychopathology
	PSY 612 -	Substance Abuse
	PSY 622 -	Psychology of Women
	PSY 670 -	Community Mental Health
	SGPY 588 -	School Guidance Practicum

Master's Program in Mental Health Counseling

Sample Course Sequence

Main Campus

The schedule below is presented as a sample course sequence only. Enrollment in specific course/s during any semester may vary based on individual student schedules and needs as well as class availability.

1st year	Fall		<u>Credits</u>
	*CGPY 502 - Counseling Theories & Practice		3
	*PSY 512 - Human Development & Learning <u>or</u> PSY 509 - Personality Theories		3
	*CGPY 507 - Research & Evaluation for Counselors		3
	Winter		
	*CGPY 504 - Counseling Skills Lab I		3
	*PSY 580 - Abnormal Psychology		3
	PSY 582 - Human Sexuality		3
	Summer		
	*CGPY 625 - Counseling Strategies for Individuals		3
	CGPY 570 - Ethical, Legal, & Professional Issues for Counselors		3
2nd year	Fall		
	*CGPY 670 - Counseling Skills Lab II		3
	CGPY 635 - Group Theory & Practice		3
	PSY 509 - Personality Theories <u>or</u> PSY 512 - Human Development & Learning		3
	Winter		
	CGPY 680 - Counseling Practicum I		3
	PSY 608 - Psychological Testing for Individual Evaluation		3
	Elective		3
	Summer		
	CGPY 681 - Counseling Practicum II		3
	Elective		<u>3</u>
	Total Degree credits		48

*This course work, some of which have prerequisite requirements, must be completed prior to applying for practicum. Please refer to course descriptions for prerequisite requirements which are important to course sequencing. The minimum number of semesters required to complete course requirements is six (6) if above sample course sequence is followed.

Master's Program in Mental Health Counseling

Course Descriptions

Required Courses

CGPY 502 Counseling Theories and Practice (3 cr)

This course surveys the field of counseling. It considers the various theories of counseling and issues in the practice of mental health counseling.

CGPY 504 Counseling Skills Lab I (3 cr)

This small-lab course focuses on the development of basic interviewing and other assessment skills, with an emphasis on therapeutic listening skills. Stress will also be placed upon the acquisition of skills related to empathy, the counselor-counselee relationship, and the establishment of a therapeutic alliance in the context of cultural diversity. Teaching methods will include modeling and role-playing, along with didactic presentations and readings. Prerequisite: CGPY 502.

CGPY 507 Research and Evaluation for Counselors (3 CR)

This course seeks to prepare counselors to be informed consumers of research and evaluation. It covers basic statistics, basic research designs, and program evaluation. It provides experience in reading research and evaluation reports.

PSY 509 Personality Theories (3 CR)

This course provides basic coverage of theories of personality in the psychodynamic, humanistic, and learning traditions. Of particular interest are theories' explanations of how normal and abnormal personalities develop and how they can change. Theories are critiqued and compared.

PSY 512 Human Development and Learning (3 CR)

This course covers how developmental maturation and social learning shape personality, both in childhood and adulthood. Theory and research in social development and learning are covered in topics such as attachment, aggression, sexuality, morality and self-regulation, and self-concept.

CGPY 570 Ethical, Legal, and Professional Issues for Counselors (3 CR)

This course covers standards for professional conduct in counseling. It considers ethical and legal decisions which counselors must make, such as scope of professional competence, confidentiality, duty to warn and protect, and value differences with clients. Case examples, current statutes, and counseling culturally-diverse clients are discussed.

PSY 580 Abnormal Psychology (3 CR)

This course is an introduction to various approaches to the definition and study of abnormal or maladaptive behavior. The major diagnostic categories of DSM III-R will be reviewed with emphasis on descriptive features, theories of etiology, and common treatment approaches.

PSY 582 Human Sexuality (3 CR)

This course is an overview of the basics of sexual anatomy, physiology, and development. The student will acquire an understanding of human sexual response, concepts of sex therapies, and human sexual dysfunction. Also included are methods of contraception, sex and family planning, variations of sexual behavior, and the importance of the counselor in the role of the educator.

PSY 608 Psychological Testing for Individual Evaluation (3 CR)

This course surveys frequently used tests of aptitude, interest, and personality. Test content, purpose, psychometric properties, administration, and scoring procedures are compared and evaluated. Issues of test use with culturally diverse populations are addressed. Prerequisite: CGPY 507 or consent of instructor.

CGPY 625 Counseling Strategies for Individuals (3 CR)

This course is designed to provide the student with an in-depth exposure to up to five approaches to individual psychotherapy. The approaches presented will include at least one from each of the areas of behavior therapy, psychodynamic therapy, and humanistic therapy. The student is expected to acquire both theoretical and practical knowledge of each of the approaches covered. Prerequisite: CGPY 504, PSY 580, or consent of instructor.

CGPY 635 Group Theory and Practice (3 CR)

This course overviews various group theories and basic aspects of group therapy. Topics covered include group therapy as a laboratory for interpersonal learning, therapist facilitative techniques, group dynamics, the development and role of group cohesiveness, selection and composition of groups, and stages of group therapy. Prerequisite: CGPY 504.

CGPY 670 Counseling Skills Lab II (3 CR)

This course is an extension of Counseling Skills Lab I and an integration of counseling strategies. It will cover training in advanced interviewing strategies, therapeutic communication, session-structuring, goal-setting, and basic, widely applicable intervention skills. Prerequisite: CGPY 625.

CGPY 680 Counseling Practicum I (3 CR)

The student is required to spend a specified number of hours per week at a selected agency working under supervision with clients. During that time, the student is expected to increase his/her competence in the areas of basic interviewing, assessment, and counseling skills. Furthermore, the student will be made more aware of the ethical, legal, and professional issues inherent in the counseling process. Prerequisite: CGPY 670 and consent of advisor.

CGPY 681 Counseling Practicum II (3 CR)

This practicum is a continuation of Practicum I. The student will be expected to develop more advanced skills in interviewing, assessment, and intervention. Simultaneously, continued emphasis will be placed upon ethical, legal, and professional issues. Prerequisite: CGPY 680 and consent of advisor.

Elective Courses**CGPY 510 Career Development (3 CR)**

Theories of occupational choice, career development, and social mobility are reviewed within the context of national, state, or regional economic development. Occupational information is considered from the point of view of the individual as well as from the standpoint of manpower needs for industrial and economic development.

CGPY 515 Principles of Counseling and Guidance (3 CR)

This course covers the philosophy, functions, management, and operation of a counseling and guidance program in elementary and secondary schools.

CGPY 610 Marriage and Family Counseling (3 CR)

This course provides a survey of current approaches in family and marital counseling with an emphasis on various systemic models of family functioning and therapeutic intervention. Prerequisite: CGPY 504 or consent of instructor.

CGPY 630 Counseling the Culturally Different Student (3 CR)

This course covers issues involved in the assessment and placement of minority students, and overviews issues in the selection of techniques for counseling. An essential goal is to affect the awareness, knowledge base, and application of techniques. Methods used include group interaction, self-disclosure, in-depth examination of attitudes and prejudices, case studies and role playing.

PSY 535 Clinical Biofeedback (3CR)

This course provides a review of the areas of clinical application of biofeedback techniques. Emphasis will be placed on integrating biofeedback with general psychotherapeutic processes for children and adults. Diagnostic categories include general anxiety disorders, simple phobia, and muscular disorders, cardiovascular and gastrointestinal disorders, chronic and acute pain conditions, sexual disorders and autonomic dysregulation disorders. Biofeedback as a technique for preventive medicine and health will be discussed. This course includes laboratory experiences.

PSY 540 Aging I (3 CR)

This course acquaints the student with the processes of normal aging. Genetic, physical, physiological, social and environmental components of aging are examined.

PSY 544 Aging II (3 CR)

Emotional disturbances common to the aging population are researched: the neuroses, especially depressive reaction, and the psychoses, especially organic brain syndrome. Treatment models are presented.

PSY 562 Social and Cultural Factors in Aging (3 CR)

The restoration of life-economy systems for the vastly expanding geriatric population is the focus of this course. Reapproachment of the aged with society, advocacy, and improved national outlook, and new treatment modes are studied.

PSY 602 Behavioral Counseling (3 CR)

This course will cover behavioral counseling procedures for a diversity of problems and will be organized around problem areas such as retardation, employment, children, depression, marital disorder, and parent-child problems. Prerequisite: CGPY 625 or consent of instructor.

PSY 604 Child & Adolescent Psychopathology (3 CR)

This course studies normal and abnormal changes in behavior from birth to adulthood from a developmental point of view. Major theories and pertinent research findings are critically reviewed, particularly as they contribute to greater understanding of the various factors associated with for deviations from normal, healthy development.

PSY 612 Substance Abuse (3 CR)

This course investigates the etiology of alcoholism and drug dependency. Attention is given to assessment and treatment in both individual and family therapy approaches. Prerequisite: CGPY 625 or consent of instructor.

PSY 622 Psychology of Women (3 CR)

This course focuses on studies related to women and how women relate to the world as a result of their socialization. Research on sex differences related to physical and emotional factors is discussed. The course provides students with the opportunity to understand the current issues within the community and within the women's movement. Prerequisite: CGPY 625 or consent of instructor.

PSY 670 Community Mental Health (3 CR)

The brief history of community psychology is reviewed with a focus on those events which led to the development of a community point of view. The course also acquaints students with the approaches, such as preventative model and consultative role, and the techniques, such as needs assessment and program evaluation, used by community psychologists. Distinctions between traditional clinical interventions and community interventions are highlighted. Prerequisite: CGPY 625 or consent of instructor.

SGPY 588 Practicum: School Guidance (3 CR)

Supervised guidance practicum in an elementary or secondary school setting. Prerequisite: CGPY 510, CGPY 515, and consent of adviser.

Mental Health Counseling Practicum

Practicum is conceived to be that phase of the Master's in Mental Health Counseling program in which a counselor-trainee is able to crystallize his or her educational experiences by actually translating theoretical constructs into practice. This type of supervised practice in counseling is generally viewed as an experience which assists the prospective counselor to function effectively in a future employment situation. It serves as a bridge between the theoretical and the real. It is the first opportunity for the counselor-trainee to apply what he or she has learned from the more didactic portion of the Mental Health Counseling program.

Two semesters of practicums are required to afford students the opportunity of working with a variety of client populations over time.

For main campus students, each practicum spans a full semester (Fall & Winter). The student will spend a minimum of 10 hrs/week in a community agency setting and participate in a 3-hour weekly practicum seminar class. Main campus practicums scheduled during summer term I will span 12 weeks and require a minimum of 12.5 hrs/week on site. The seminar class schedule will be announced prior to the start of each semester.

For field-based students, practicum schedules are a departure from the weekend format. Each practicum spans approximately a 15-week period. Practicum seminars may be held on evenings during the week. Specific details on the practicums are provided to students at the appropriate time in their program or upon request. In the field-based format, practicums are scheduled only once during the curriculum for each cluster, and typically after a minimum of 10 weekend courses have been scheduled. Currently, Practicum I is scheduled to begin in the Fall semester, with Practicum II following in the Winter semester. Each site has a local Practicum Coordinator who assists in all arrangements for site placements. Please be advised that during practicums, students may also be enrolled in regularly scheduled weekend classes.

Further practicum instructions will be provided to students prior to practicum registration.

Prerequisites

To be eligible for practicums, students must have been matriculated and must have successfully completed a minimum of 21 semester hours which includes the following course work:

1. CGPY 502 - Counseling Theories and Practice
2. CGPY 504 - Counseling Skills Lab I
3. CGPY 507 - Research & Evaluation for Counselors
4. PSY 512 - Human Development & Learning or
PSY 509 - Theories of Personality
5. CGPY 625 - Counseling Strategies for Individuals
6. CGPY 670 - Counseling Skills Lab II *
7. PSY 580 - Abnormal Psychology

***Must be completed with grade of B or better**

The student must file an application for practicum and receive approval prior to registering for a practicum.

The Associate Director of Clinical Training and the Practicum Coordinators will have major responsibility for developing practicum placements for Nova students in the Master's program in Mental Health Counseling. He or she continuously works to expand and improve the student's practicum site selections. His or her promotion of the practicum program to community agencies plays a vital role in the success of the student's practicum experience.

Master's Program in School Guidance and Counseling

Master's Degree Curriculum Thirty-Six (36) Semester Hours

Required Courses

- CGPY 502 - Counseling Theories and Practice
- CGPY 504 - Counseling Skills Lab I
- CGPY 510 - Career Development
- PSY 512 - Human Development and Learning
- CGPY 515 - Principles of Counseling and Guidance
- CGPY 570 - Ethical, Legal, & Professional Issues for Counselors
- CGPY 585 - Psychology of Exceptional and At-Risk Children
- PSY 608 - Psychological Testing for Individual Evaluation
- CGPY 630 - Counseling the Culturally Different Student
- CGPY 635 - Group Theory and Practice
- CGPY 665 - School Consultation Skills
- CGPY 688 - Practicum: School Guidance (2 semesters)

Master's Program in School Guidance and Counseling Course Descriptions

CGPY 502 Counseling Theories and Practice (3 cr)

This course surveys the field of counseling. It considers the various theories of counseling and issues in the practice of counseling in various settings.

CGPY 504 Counseling Skills Lab I (3 cr)

This small-lab course focuses on the development of basic interviewing and other assessment skills, with an emphasis on therapeutic listening skills. Stress will also be placed upon the acquisition of skills related to empathy, the counselor-counselee relationship, and the establishment of a therapeutic alliance in the context of cultural diversity. Teaching methods will include modeling and role-playing, along with didactic presentations and readings. Prerequisite: CGPY 502.

CGPY 510 Career Development (3 cr)

Theories of occupational choice, career development, and social mobility are reviewed within the context of national, state, or regional economic development. Occupational information is considered from the point of view of the individual as well as from the standpoint of manpower needs for industrial and economic development.

PSY 512 Human Development and Learning (3 cr)

This course covers how developmental maturation and social learning shape personality, both in childhood and adulthood. Theory and research in social development and learning are covered in topics such as attachment, aggression, sexuality, morality and self-regulation, and self-concept.

CGPY 515 Principles of Counseling and Guidance (3 cr)

This course covers the philosophy, functions, management, and operation of a counseling and guidance program in elementary and secondary schools.

CGPY 570 Ethical, Legal, and Professional Issues for Counselors (3 cr)

This course covers standards for professional conduct in counseling. It considers ethical and legal decisions which counselors must make, such as scope of professional competence, confidentiality, duty to warn and protect, and value differences with clients. Case examples, current statutes, and counseling culturally diverse clients are discussed.

CGPY 585 Psychology of Exceptional and At-Risk Children (3 cr)

This course covers the etiology and characteristics of exceptionalities and children at-risk for underachievement and drop-out. Also covered is the role of the guidance counselor in identifying such problems, drawing on available resources, and making appropriate referrals.

PSY 608 Psychological Testing for Individual Evaluation (3 cr)

This course surveys frequently used tests of aptitude, interest, and personality. Test content, purpose, psychometric properties, administration, and scoring procedures are compared and evaluated. Issues of test use with culturally diverse populations are addressed.

CGPY 630 Counseling the Culturally Different Student (3 cr)

This course covers issues involved in the assessment and placement of minority students, and overviews issues in the selection of techniques for counseling. An essential goal is to affect the awareness, knowledge-base, and application of techniques. Methods used include group interaction, self-disclosure, in-depth examination of attitudes and prejudices, case studies, and role-playing.

CGPY 635 Group Theory and Practice (3 cr)

This course overviews various group theories and basic aspects of group therapy. Topics covered include group therapy as a laboratory for interpersonal learning, therapist facilitative techniques, group dynamics, the development and role of group cohesiveness, selection and composition of groups, and stages of group therapy. Prerequisite: CGPY 504.

CGPY 665 School Consultation Skills (3 cr)

This course focuses on developing specific techniques in consultation. It integrates the various aspects of a school guidance program with particular reference to problem-solving and the utilization of available data. Case examples specific to the school setting are discussed, and opportunities for skill development are provided through role-playing.

CGPY 688 Practicum: School Guidance (3 cr)

Supervised guidance practicum in an elementary, middle, or secondary school setting. Prerequisite: Consent of an advisor.

School Guidance Practicum

Practicum is conceived to be that phase of the Master's in School Guidance and Counseling program in which a counselor-trainee is able to crystallize his or her educational experiences by actually translating theoretical constructs into practice. This type of supervised practice in school counseling is generally viewed as an experience which assists the prospective school counselor to function effectively in a school guidance setting. It serves as a bridge between the theoretical and the real. It is the first opportunity for the counselor-trainee to apply what he or she has learned from the more didactic portion of the School Guidance and Counseling program.

Practicum responsibilities may include individual and small-group counseling, classroom guidance presentations, consultation, teacher inservice, parent conferencing, individual and large group testing, involvement in the exceptional student education process, and other experiences relevant to the practicum setting.

Two continuous semesters of practicum are required to afford students an opportunity to work with a variety of students, parent or teachers over time.

For field-based students, the practicum schedule is a departure from the weekend format. The two continuous semesters of practicum typically begin in the Fall semester. The student will spend the designated hours in a school setting and participate in a regular seminar class. **Seminars may be held on evenings during the week.** Specific details on the practicums are provided to students at the appropriate time in their program or upon request. In the field-based format, practicum is scheduled only once during the curriculum for a specific cluster, typically after a minimum of 10 weekend courses have been scheduled. The site has a local Practicum Coordinator who assists in all arrangements for site placements. **Please be advised that during practicum, students may also be enrolled in regularly scheduled weekend classes.**

Further practicum instructions will be provided to students prior to practicum registration.

Prerequisites

To be eligible for practicum, students must have been matriculated and must have successfully completed the following course work:

1. CGPY 502 - Counseling Theories and Practice
2. CGPY 504 - Counseling Skills Lab I
3. CGPY 515 - Principles of Counseling and Guidance
4. CGPY 570 - Ethical, Legal & Professional Issues for Counselors
5. CGPY 635 - Group Theory and Practice
6. CGPY 665 - School Consultation Skills
7. PSY 512 - Human Development and Learning

The student must file an application for practicum and receive approval prior to registering for a practicum.

Professional Liability Insurance

All Master's students entering practicum will be required to carry professional liability insurance coverage provided through the University. Students are required to enroll in the plan at the time of registration. All students are required to abide by the *Ethical Standards of the American Association for Counseling and Development*, the *Code of Ethics for Mental Health Counselors*, the *American School Counselor Association*, *Ethical Standards for School Counselors* and the policies and procedures of the Center for Psychological Studies. Students must also follow all rules and regulations of the agency where his or her practicum will be completed.

The term during which practicums are to be scheduled is determined by the Center for Psychological Studies in accordance with the program schedule. The administrators of the Master's program in Mental Health Counseling and School Guidance and Counseling will approve the student's readiness for practicum and will provide the student a list of approved practicum sites.

Comprehensive Examination

Students will be required to pass a final written comprehensive examination. In order to be eligible to sit for the examination, students, at minimum, must be enrolled in the last semester of their program. Students are responsible for verifying their eligibility. Information concerning exam format and content will be provided to students at the appropriate time in their curriculum.

III. Academic Regulations and Procedures

Academic Year The academic year for main campus students is divided into two semesters. Additionally, there are one or two summer semesters, equivalent to the regular semester in contact hours, but shortened in length. Registration in summer session is optional. Course work in the field-based Master's program is scheduled September-June.

Students are expected to register for classes at the designated time and place and in accordance with procedures outlined in this text and in program literature unless they have an approved leave of absence (see section on Enrollment Options).

Attendance Students are expected to attend all scheduled learning activities including classes, lectures, and seminars. Anticipated absences should be cleared with the instructor in advance. In the event of an unanticipated absence (e.g. sudden illness), the instructor should be notified at the earliest possible time. Excessive absences may result in a lower grade (at the instructor's discretion) or may necessitate a withdrawal from the class.

Tuition and Fees for the 1992-93 Academic Year Master's tuition for 1992-93 will be charged at the rate of \$290 per credit hour. Students should anticipate an annual review of fees by the University and possible increases. Students are expected to pay tuition in full at the time of registration. Students on financial aid must familiarize themselves with the requirements of that office with regard to payments and may defer payment only if they are in possession of a current award letter until such time as their loan check is disbursed.

Tuition (per credit hour)	\$290
Application Fee (nonrefundable)	\$40
Registration Fee (nonrefundable)	\$10/field-based, per course \$25/main campus, per semester
Late Registration Penalty	\$30/field-based, per course \$30/main campus, per semester

Textbooks	\$60-\$90/course (approx.)
Practicum Insurance (per practicum)	\$ 6
Comprehensive Exam	no fee
Degree Application Fee	\$45
Transcript Fee	\$ 3

Some courses may require additional fees for laboratory and/or equipment (eg: calculator, testing materials) and supplemental course materials.

***Please note that all above fees are subject to change without notice.**

Tuition Refunds

Fees other than tuition are not refundable. Students who wish a tuition refund must notify the program office in writing of their request and their reason for withdrawal. Unless written notification is on file, students are assumed to be active participants and are responsible for tuition payments.

Field-Based

The following schedule applies to payments for each Field-Based class:

For 100% refund: withdrawal prior to the first class session

For 50% refund: withdrawal prior to the second weekend of class

Call the program office and/or notify the instructor concerning unanticipated withdrawals (e.g., sudden illness) or class absences. For advisement on withdrawals and refunds, contact the program office in Ft. Lauderdale.

Main Campus

The following schedule applies to payments for each Main Campus class:

- o For 100% refund: withdrawal prior to the first day of semester
- o For 80% refund: withdrawal as posted on academic schedule (Fall & Winter)
- o For 75% refund: withdrawal as posted on academic schedule (Summer)
- o For 60% refund: withdrawal as posted on academic schedule (Fall & Winter)
- o For 50% refund: withdrawal as posted on academic schedule (Summer)
- o For 40% refund: withdrawal as posted on academic schedule (Fall & Winter)
- o For 25% refund: withdrawal as posted on academic schedule (Summer)
- o For 20% refund: withdrawal as posted on academic schedule (Fall & Winter)

Call the program office and/or notify the instructor concerning unanticipated withdrawals (e.g., sudden illness) or class absences. For advisement on withdrawals and refunds, contact the program office.

Withdrawal from Classes

Field-Based

Prior to the first weekend, the course is deleted from the student's record. A "W" grade is assigned when a student officially withdraws from a course after the first weekend of class but prior to the second weekend of class. Failure to report your withdrawal from a class prior to the second weekend will result in a grade of "F".

Main Campus

Prior to the first class, the course is deleted from the student's record. A "W" grade is assigned when a student withdraws from a course after the "last day to drop courses" indicated in the academic calendar and prior to the eleventh (11th) scheduled class. After the start of the eleventh (11th) scheduled class, the student will be assigned a failing grade.

Registration Policy and Procedures

Field-Based

All enrolled students are expected to be in continuous registration every semester until they receive their degree (see section on Enrollment Options). Arrangement with the Comptroller regarding payment of tuition and fees is part of the registration process and **registration is a prerequisite to class attendance.**

The registration form and fees are due to the appropriate site coordinator on the designated registration date. Students registering with the site coordinator after that date will be assessed a late charge.

Students may not register for a field-based class any later than one month prior to the first weekend of class.

After students have registered, should any problems arise related to registration information or credit for fees, students should contact the Registrar's Office (ext. 7400).

Students on financial aid will be required to pay for textbooks at the time of registration and may check off the appropriate method of payment box on each registration form, attaching a current award letter, until such time as monies are disbursed. Tuition and registration fees will be handled in accordance with the policies of the Office of Student Financial Planning.

Priority for registration in a specific course at a specific location is given to individuals admitted as students at that site. As space permits, Master's students from other sites, main campus Master's students, special students, etc. will be allowed to register for courses. Assignments will be made with permission from the Program Office and on a first come first serve basis.

Main Campus

Students are responsible for making appointments for course approval and registration during the announced registration dates.

The registration form and fees are due to the Registrar's Office during the designated registration period and prior to the first day of class. Students registering after that date will be assessed a late charge.

Students may not register for any class without program office approval and not any later than the last day for late registration.

After students have registered, should any problems arise related to registration information or credit for fees, students should contact the Registrar's Office (ext. 7400).

Students on financial aid will be required to pay tuition and registration fees in accordance with the policies of the Office of Student Financial Planning.

Priority for registration in a specific course at a field-based site is given to individuals admitted as students at that site. As space permits, main campus Master's students, special students, etc. will be allowed to register for courses. Assignments will be made with permission from the Program Office and on a first come first serve basis. Students are advised to have their name placed on the waiting list for course work they wish to take at a field-based site at least 2-3 months prior to the first class date. Schedules of field-based classes are posted across from the program office.

Textbooks

Main campus students may purchase textbooks at Nova Books, Inc., 6508 S.W. 39th Street, Davie, FL 33314, (305) 583-5860/1-800-541-NOVA (ask to be connected with Nova Books). Be sure to purchase books prior to the first class meeting.

Field-based students may purchase textbooks during registration at their site location.

Field-Based Site Facility Regulations

Field-based facilities are contracted for by the Center for Psychological Studies. Nova University students and faculty are guests of the facility. As guests, you will be required to adhere to the following rules and regulations as specified in our contract:

1. There will be no eating of any food or snacks nor drinking of any beverage in the classroom. Please restrict eating and drinking to designated areas at the facility.
2. All trash is to be deposited in appropriate receptacles.
3. Classrooms are to be left as they were found with chairs and tables in place and blackboards erased.
4. Park in designated areas only. Failure to do so may result in the towing and/or fining of your vehicle.
5. Smoking is not allowed in any classroom or building. Please restrict smoking to designated areas outside of the building and dispose of cigarettes in proper receptacles.
6. In case of emergencies at the facility (i.e., air-conditioning breakdown, plumbing problems) contact the instructor who will notify the site coordinator and/or on-site staff.
7. In case of medical or fire emergencies, locate the nearest phone and dial 911 for assistance, or call the designated on-site security guard.

Failure of a student to abide by the on-site regulations could result in a student's withdrawal from the program at that site.

Transfer of Credits

Students requesting transfer of credit must submit a written request for transfer along with supporting documentation to the Master's program administrator. Sufficient documentation should be presented to allow for evaluation, including an official transcript from the institution where the course was taken and a course description as listed in the institution's catalog. Other documentation may include syllabi, course notes or other material as requested.

The number of transfer credits that will be credited towards graduation is six (6).

Transfer of credits will be awarded when the course being evaluated meets **all** of the following criteria:

- 1) It is a graduate level course taken at a regionally accredited institution. A graduate level course is defined as one that would be credited toward a master's degree at the institution where the course was taken. This must be verified in the school's bulletin or a letter from the Chair of the Department.
- 2) It is equivalent in content to a required course or related in content to elective courses in the curriculum.
- 3) It was completed no longer than five (5) years prior to the student's first registration in the program; and
- 4) A grade of "B" or higher was received. A grade of "P" (Pass) or "CR" (Credit) or other such grades cannot be accepted as equivalent unless it can be officially verified as such.

It will be the responsibility of the student to satisfactorily demonstrate the equivalence of the course(s) proposed in order for credits to be awarded.

Courses completed at other institutions after the student has enrolled in the Master's program will be considered only if there has been *prior* approval by the administrator of the master's program. Typically, such transfer credit is granted only under special circumstances. Transfer credits are not taken into account when computing the student's grade point average.

No transfer credits may be applied to practicums.

IT IS THE STUDENT'S RESPONSIBILITY TO VERIFY, WITH THE STATE OF FLORIDA, DEPARTMENT OF EDUCATION, THAT COURSES TRANSFERRED ARE APPLICABLE TOWARD THE EDUCATIONAL REQUIREMENTS FOR FLORIDA CERTIFICATION IN SCHOOL GUIDANCE AND COUNSELING (PK-12).

Auditing of Courses

Under special circumstances and with permission of the instructor and Program Administrator, students will be permitted to audit a course. Space in the class must be available. Fees for auditing will be charged at one half the rate of regular tuition. No credit is given, but courses will appear on the transcript as "audit".

Enrollment Options

All degree-seeking students are considered full-time students when they register for two or more courses per semester, excluding the main campus summer semester. This requirement is independent of the number of transfer credits the student may receive.

In order to maintain an active student status, all students are to be continuous registration until they receive their degree unless prior approval is received from the Program Office.

Active Student

Full-Time Status

Students are considered to be full-time if they complete the six credit hours each semester. A student on financial aid considering completing less than the scheduled credit hours in any given semester, should discuss this with the program office and the Student Financial Planning Office prior to the time of registration.

It is the responsibility of the student to seek advisement of options available for completing the Master's Program.

Inactive Students

Leave of Absence

Matriculated students who must interrupt their studies for an adequate reason such as illness may be granted a leave of absence. Students must apply in writing for leaves of absence to the Program Administrator. If granted, the leave shall be for a stated period of time, not to exceed one year. Under normal circumstances students should apply for a leave of absence prior to registration for each semester. Time spent on an approved leave of absence is not charged against the five year time limit.

Students who interrupt their studies without a leave of absence or register in absentia will be assumed to have terminated their studies. Such students must make formal application for re-admission if they wish to continue the program at a later date.

Time Limits

Students must complete their program within five (5) years from the date of first registration. This means that students are expected to graduate with the Master's degree within this time period. In the event that a matriculated student who has been in continuous enrollment does not complete all requirements within the five (5) year time limit, he or she must enroll in the master's program and:

1. Maintain full-time status (minimum 6 credits per semester, excluding summer sessions).
2. Complete remaining degree requirements which will include any course work that is more than five (5) years old.

In order to remain an active and matriculated student, registration is required in every semester until the completion of degree requirements unless a leave of absence has been granted. Failure to remain in continuous registration will be deemed as the student's formal withdrawal from the program. All other program, Center, and University requirements will be in effect.

Grading Policy

The following policies apply to all academic programs in the Center for Psychological Studies. Individual programs may have additional requirements. All degree programs in the Center for Psychological Studies assign grades to course work according to the following system:

<u>Grade</u>	<u>Achievement Rating</u>	<u>Quality Points</u>
A	Excellent	4
B	Satisfactory	3
C	Marginal Pass	2
F	Failure	0
P	Pass	-
I	Incomplete	-
W	Withdraw	-

In all courses, a grade of A, B, C, or F will be assigned based upon the individual instructor's assessment and evaluation of the student's work.

Prior to the first class, dropped courses will be deleted from the student's record. A "W" grade is assigned when a student withdraws from a course after the "last day to drop courses," indicated in the section on withdrawal from classes. A grade of "W" will appear on the student's official transcript. Students failing to officially withdraw prior to the eleventh scheduled class (main campus) or start of the final weekend of class (field-based), will be assigned a failing grade.

An "I" (incomplete) indicates that the student has not completed the course requirements and that the instructor has given additional time to do so. An "I" grade is not routinely assigned in courses. A grade of "I" (incomplete) is assigned only when serious exigencies prevent completion of the course requirements. A student may not, by choice, take an incomplete in a course merely by failing to complete the course requirements.

Should the instructor choose to assign an incomplete, a contract form is to be completed and signed by both the instructor and the student and the original kept on record in the program office. The contract must specify the following:

1. The requirements to be completed by the student to remove the incomplete.
2. The time period within which the student must satisfy the incomplete. The time limit is to be specified by the instructor, but must not exceed 10 weeks.
3. A grade which the student will receive if the incomplete is not satisfied by the conclusion of the specified time period.

Should the instructor choose not to assign an incomplete, the grade assigned will then be based upon the instructor's assessment of the quality and quantity of work completed.

A student will not be permitted to register for a sequential course when a grade of "I" (incomplete) or "F" (failure) has been received in a prerequisite course.

Matriculation Requirements

Mental Health Counseling Program. Students who are admitted into graduate study at the Master's level are reviewed for degree candidacy (matriculation) after completion of the designated four courses (12 credits) which must be completed within the first six courses (18 credits) for which the student is enrolled.

These four designated courses tap career interest and require demonstration of written, quantitative and interpersonal skills, as well as overall professional functioning. The designated four courses for matriculation include:

1. CGPY 502 - Counseling Theories and Practice
2. CGPY 504 - Counseling Skills Lab I
3. CGPY 507 - Research and Evaluation for Counselors
4. PSY 512 - Human Development and Learning or
PSY 509 - Personality Theories

During the formal review for matriculation, students' academic performance and professional functioning in the four designated courses listed above will be examined. Those students with a grade point average of 3.0 or above in the four designated courses, and a satisfactory evaluation by faculty will be matriculated. Students with a grade of "F" in any one of the four designated courses will not be matriculated.

Under no circumstances will students who achieve a grade point average of 2.5 or below in the four designated courses be permitted to take graduate level courses in the Center for Psychological Studies program.

Students with a grade point average greater than 2.5 but less than 3.0 for the four designated courses will be maintained in a non-matriculated status. No more than four additional courses may be taken without achieving an overall grade point average of 3.0 and a satisfactory evaluation from the faculty.

School Guidance and Counseling Program. Students who are admitted into graduate study at the Master's level are reviewed for degree candidacy (matriculation) after the completion of the first four courses (12 credits) for which the student is enrolled.

During the formal review for matriculation, students' academic performance and professional functioning in the first four courses

will be examined. Those students with a grade point average of 3.0 or above in the first four courses, and a satisfactory evaluation by faculty will be matriculated. Students with a grade of "F" in any one of the first four courses will not be matriculated.

Under no circumstances will students who achieve a grade point average of 2.5 or below in the first four courses be permitted to take graduate level courses in the Center for Psychological Studies program.

Those students with a grade point average greater than 2.5 but less than 3.0 for the first four courses will be maintained in a non-matriculated status. No more than four additional courses may be taken without achieving an overall grade point average of 3.0 and a satisfactory evaluation from the faculty.

Academic Standing (Following Matriculation)

The grading policy for all graduate programs in the Center for Psychological Studies requires students to maintain a minimum cumulative grade point average of 3.0. In addition, other minimum requirements are in existence. Failure to meet these requirements will result either in academic probation or dismissal as detailed below.

Probation

Academic probation will occur automatically when any of the following conditions exist:

1. The cumulative grade point average falls below 3.0.
2. A grade of "F" is awarded.
3. Three concurrent incompletes ("I") appear on the transcript.

The student, the Program Administrator, the Dean of the Center and the Student Financial Planning Office will be notified in writing of a student's probationary status. A student is allowed one year (two full semesters, excluding summer session) to remove probationary status.

Dismissal

Automatic dismissal from any graduate program in the Center for Psychological Studies will occur when any of the following conditions exist:

1. Academic probation extends beyond one year (two semesters excluding summer session).
2. More than 2 grades below "B" are received.
3. Two grades of "F" are received.

Students dismissed from the program may petition for readmission after one academic year. Such students will have their records examined by the administrators of the Master's programs in Mental Health Counseling and School Guidance and Counseling. Upon approval, the student will be readmitted to the program in effect at that time. Only those courses with grades of B or better will be applied toward the master's degree.

Degree Requirements

A student must complete all courses for the degree with a grade point average of at least 3.0. The Master of Science degree program in Mental Health Counseling requires 48 semester hours of graduate credit. The Master of Science degree program in School Guidance and Counseling requires 36 semester hours of graduate credit. All students will be required to pass the comprehensive examination as part of their degree requirements. A candidate is expected to complete the Master's program within five years from the date of first registration.

Academic Advisement

Academic advisement on a specific course is available from the course instructor and program advisement is offered through the main campus program office.

All matters pertaining to a student's record, scheduling of classes, leaves of absence, class absences, etc. should be directed to the program administrators on the main campus in Ft. Lauderdale.

Evaluation of Master's Students

Each student is evaluated on an ongoing basis while enrolled in the program. In addition to course evaluations, matriculation and evaluation of readiness for practicum is coordinated by the Program Administrator or designee. The purpose of evaluation is to provide students with relevant feedback concerning their performance and to serve as a screening process in order to ensure high standards for the profession of psychology. Relevant information including practicum

evaluations is coordinated through the Program Administrator or designee.

If, for any reason, a faculty member has reason to question the satisfactory progress of any student in the program, he/she will discuss the problem with the student. If the problem persists, the faculty member may bring the issue to the attention of the Program Administrator and the Center for Psychological Studies faculty. Appropriate faculty will be asked for additional review and comment.

The faculty have targeted several behavioral categories considered to be an integral and necessary part of professional functioning. These broad areas include the following:

1. Academic abilities

- a. Academic standing as discussed in this Handbook.
- b. Ability to communicate orally and in writing.
- c. Timely and responsible performance of assignments.
- d. Competent performance on examinations and in-class assignments.
- e. Management of practicum experiences.

2. Responsible behavior

- a. Dependability in commitment (e.g., punctuality in attending classes, submitting papers and assignments, meeting with clients etc.).
- b. Accepts responsibility for own work.
- c. Carries through and completes tasks.
- d. Seeks needed guidance from appropriate sources.

3. Ethical skills and behavior

- a. Abides by the ethical standards of the profession as delineated in the American Association of Counseling and Development Publication, *Ethical Standards*.
- b. Abides by University requirements as outlined in this student *Policies and Procedures Handbook* and in other literature distributed by the Center for Psychological Studies.

4. Intrapersonal behavior

- a. Presents a generally respectful and non-hostile attitude.
- b. Displays mature and appropriate behavior.
- c. Demonstrates ability to function independently.
- d. Shows usual and customary judgment and discretion in both student and professional activities.
- e. Develops intrinsic criteria to evaluate own performance.

5. Interpersonal behavior

- a. Cooperative with and respectful of others.
- b. Can give, accept, and utilize constructive criticism.
- c. Develops and maintains positive relationships with peers and faculty.
- d. Develops satisfactory working relationships with supervisors and advisors.

Ethical Issues

General Guidelines for Students and Graduates

All students and graduates are expected to be knowledgeable about and conform to both the letter and spirit of the 1988 revision of *Ethical Standards* as approved and adopted by the Executive Committee and Board of Directors of the American Association for Counseling and Development. In addition, students should review the APGA, *Code of Ethics for Mental Health Counselors*, the American School Counselor's Association, *Ethical Standards for School Counselors* and the provisions of the American Psychological

Association's *Ethical Principles of Psychologists*. A copy of the full text of materials to which students and graduates are expected to conform will be made available in the course on ethical, legal, and professional issues for counselors. From time to time these materials are amended. Students and graduates are expected to review these materials periodically to ensure that they have an understanding of current guidelines.

In particular, attention is drawn to the following points, which are illustrative rather than exhaustive or comprehensive:

1. No student should represent him/herself as being in possession of the master's degree, either orally or in writing, directly or by implication, until all formal requirements for the degree have been satisfactorily completed, and the Board of Trustees has met and conferred the degree.
2. It is misleading and inappropriate to append "master's student", or some similar designation, after your name.
3. A student should guard against being in a position of having final clinical responsibility for clinical work. This is most important both ethically and legally.
4. When a student is in practicum, the student will verbally identify him/herself to his/her supervisor, the agency or school staff and each client as a graduate student "trainee" in mental health counseling or school guidance and counseling.
5. In Florida, new graduates are legally ineligible to represent themselves as "mental health counselor" or to offer or advertise independent services until the Florida license is awarded.
6. Any academic, professional, or personal difficulty which results in action being taken by the Center for Psychological Studies regarding a student will be brought to the attention of the Program Administrator. Depending upon the particular type of difficulty identified, a number of processes are available to the Program Administrator.
7. Students should familiarize themselves with Chapter 491, *Florida Statutes*, the Florida State Law for licensure as a Mental Health Counselor.

8. Students should familiarize themselves with Plan 2, Rule 64-4.0181, State of Florida Department of Education, specialization requirements on certification in Guidance and Counseling, PK-12, effective July, 1990.

Student Professional Practices The Master's programs are concerned about the welfare of the public, the educational experience of the student, and the development and maintenance of high standards of ethics and practice in the profession and in the program. All students therefore are advised, that they are expected to abide by the *Ethical Standards of the American Association for Counseling & Development*.

Direct Student Payment to Faculty Direct student payment to faculty for educational or professional services is not permissible. That is, no student is to make private arrangements to reimburse any faculty member for psychotherapy, tutoring, supervision, or other educational assistance. Students are encouraged to seek whatever educational help they need from faculty members and to seek professional services (such as psychotherapy) outside of the program.

Manuscript Style Students in the Master's Programs in Mental Health Counseling and School Guidance and Counseling will, on occasion, be required to write papers as a part of the degree requirements. All papers should be written according to the rules developed by the American Psychological Association (APA). The rules cover many aspects of writing style including manuscript organization, grammar and punctuation, typing format, reference citations, table and figure preparation and statistical presentations. All students should purchase or refer to the latest edition of the *Publication Manual of the American Psychological Association* early in their training experience. Copies may be ordered from:

Publication Sales
American Psychological Association
1200 Seventeenth Street, N.W.
Washington, D.C. 20036

Copies may also be available from Nova Books (305-583-5860/1-800-541-6682 ask to be connected with Nova Books.)

Policy on Dual Relationships Between Faculty and Students

While in principle the APA policy of discouraging dual relationships is endorsed, recognition is given to the fact that, given the complexity and diversity of our functions, certain dual relationships between faculty and students are bound to arise. Faculty and students are therefore urged to be sensitive and aware of the existence of dual relationships and to enter into these with full awareness of their implications. Sexual relationships between faculty and students are explicitly discouraged. Sexual harassment of students by faculty is forbidden.

It is specifically required that whenever either a faculty member or any agency, corporation, or program under the auspices of a faculty member employs a student; or whenever a student or any agency, corporation or program under the auspices of a student employs a faculty member; both parties shall document the existence of this dual relationship in a letter to the Dean of the Center for Psychological Studies. This documentation shall be retained in both the student's and the faculty member's permanent files.

As necessary, an Ad Hoc Committee shall be appointed to review any complaints which might arise as the result of dual employment relationships.

Further, no services provided to a faculty member or any agency, corporation, or program under the auspices of a faculty member shall result in academic credit being granted to a student unless the services are officially rendered as part of the recognized curriculum such as practicum work, supervised university research, internship or course work. Approval of such rendering of service must be in writing and approved by the Dean.

With reference to the provision of psychological services by faculty to students, it is recognized that there might be special circumstances in which this may be seen as necessary. Examples include, but are not limited to, circumstances in which some unusual expertise that a faculty member might possess is required, circumstances in which a student was in treatment with a faculty member prior to becoming a student in the Center for Psychological Studies, or circumstances in which a candidate in the Post Doctoral Program, in order to fulfill Program requirements, requires psychoanalysis and cannot find a suitable analyst who is not affiliated with the Post Doctoral Institute.

Student Rights and Responsibilities

The Code of Student Conduct and Academic Responsibility

Purpose: This code seeks to promote high standards of academic integrity by setting forth the responsibilities of students as members of the University community. Abiding by the code ensures a climate wherein all members of the University community can exercise their rights of membership.

I. Nova University Statement of Academic Rights and Responsibilities

Nova University, as a community of women and men, is committed to furthering scholarship, academic pursuits, and service to our society. As an institution, our purpose is to assure all students an equal opportunity to fulfill their intellectual potential through pursuit of the highest standards of academic excellence.

Certain rights and obligations flow from membership in any academic community committed to such goals:

- The rights of personal and intellectual freedom, which are fundamental to the idea of a university;
- A scrupulous respect for the equal rights and dignity of others; and
- Dedication to the scholarly and educational purposes of the University and participation in promoting and assuring the academic quality and credibility of the institution.

Students are responsible for obtaining, learning, and observing the established University and center policies as listed in all official publications. In addition, students must comply with the legal and ethical standards of the institution as well as those of Broward County and the State of Florida. All members of the community should inform the appropriate official of any violation of conduct regulations.

A. Academic Standards

The University expects its students to manifest a commitment to academic integrity through rigid observance of standards for academic honesty. The academic honesty standards include:

1. **Original Work.** Assignments such as course preparations, exams, texts, projects, term papers, practicums, etc., must be the original work of the student. Original work may include the thoughts and words of another author,

but if that is the case, those ideas or words must be indicated in a manner consistent with a University-recognized form and style manual.

Work is not original that has been submitted previously by the author or by anyone else for academic credit. Work is not original that has been copied or partially copied from any other source, including another student, unless such copying is acknowledged by the person submitting the work for the credit at the time the work is being submitted or unless copying, sharing, or joint authorship is an express part of the assignment. Exams and tests are original work when no unauthorized aid is given, received, or used prior to or during the course of the examination.

2. **Referencing the Works of Another Author.** All academic work submitted for credit or as partial fulfillment of course requirements must adhere to each center's specific accepted reference manuals and rules of documentation. Standards of scholarship require that proper acknowledgement be given by the writer when the thoughts and words of another author are used. Students must acquire a style manual approved by their center and become familiar with accepted scholarly and editorial practice in their program. Students' work must comport with the adopted citation manual for their particular center.

At Nova University, it is plagiarism to represent another person's work, words, or ideas as one's own without use of a center-recognized method of citation. Deviating from center standards I(A) (1) or I(A) (2) is considered plagiarism at Nova University.

3. **Tendering of Information.** All academic work must be the original work of the student. Giving or allowing one's work to be copied, giving out exam questions or answers, or releasing or selling term papers is prohibited.
4. **Acts Prohibited.** Students should avoid any impropriety, or the appearance thereof, in taking examinations or completing work in pursuance of their educational goals.

Violations of academic responsibility include, but are not limited to:

- a. Plagiarism;
- b. Any form of cheating;
- c. Conspiracy to commit academic dishonesty;
- d. Misrepresentation;
- e. Bribery in an attempt to gain an academic advantage;
- f. Forging or altering documents or credentials; and
- g. Knowingly furnishing false information to the institution.

- 5. Additional Matters of Ethical Concern.** Where circumstances are such as to place students in positions of power over University personnel, inside or outside the institution, students should avoid any reasonable suspicion that they have used that power for personal benefit or in a capricious manner.

B. Conduct Standards

1. Students should not interfere with the rights, safety, or health of members of the University community nor interfere with other students' right to learn. Students are expected to abide by all University, center, and program rules and regulations and all local, state, and federal laws. Violations of conduct standards include, but are not limited to:
 - a. Theft;
 - b. Vandalism;
 - c. Disruptive behavior;
 - d. Possession or use of firearms, fireworks, explosives, or other dangerous substances or items;
 - e. Possession, transfer, sale, or use of illicit drugs;
 - f. Appearance in class or on campus under the apparent influence of alcohol or illicit drugs or chemicals;
 - g. Violations of housing regulations;
 - h. Any act or conspiracy to commit an act which is harassing or abusive or which invades an individual's right to privacy, including, but not limited to, sexual harassment and abuse against members of a particular racial, ethnic, religious, or cultural group;
 - i. Threats of or actual damage to property or physical harm to others; and
 - j. Failure to pay tuition and fees in a timely manner.
2. Students must have authorization from the University to have access to University documents, data, programs, and other types of information and information systems. Any use of the above without authorization is prohibited.

C. Supplementary Standards

Students are expected to comply with the legal and ethical standards of this institution and those of their chosen field of study, including the code of ethics for computer usage. The University and each center or program may prescribe additional standards for student conduct as would comport with the letter and spirit of this code.

E. Violations

Any violation(s) of any of the academic standards, conduct standards, or supplemental standards may result in a complaint being filed against a student to enforce the Code of Student Conduct and Academic Responsibility. Deans or directors may, in their discretion, immediately suspend students pending a hearing on charges of academic conduct or supplemental standard violations. Any student found guilty of a violation of the academic, conduct, or supplemental standards will be subject to disciplinary action, including expulsion from the University.

Student Code of Computer Ethics

Nova University provides computer systems with access to hardware, software, and networks to enhance academic experience. The University's computer systems are vital to the University's programs of instruction, research and administration. Nova University's computer systems refer to all computers owned or operated by the University and include hardware, software, data, and communication networks associated with these systems. In particular, computer systems refer to systems ranging from multi-user time-sharing systems to single-user terminals and personal computers, whether free-standing or connected to a network.

Ethical conduct by students in the use of this technology is the same as in all other areas of University life and it is of equal importance. All students are expected to abide by the Nova University Code of Student Conduct and Academic Responsibility. Students as part of their academic preparation towards specific professional career goals must be aware of and abide by the professional code of ethics associated with that chosen profession. Therefore, student technology users must apply standards of normal academic and professional ethics and considerate conduct to their use of the University's computing systems and resources, including respect to other user's rights to privacy.

The student user must be aware of the legal and moral responsibility for ethical conduct in the use of technology. Student users of Nova University's computer systems are subject to all applicable federal, state, and international computer laws. A copy of the "Florida Computer Crimes Act" and referenced Florida State Statutes may be examined on-line or in a student's academic program office.

In addition, a student accessing any of Nova University computer systems, whether a multi-user time-sharing system or a single-user terminal or personal computer, must:

- have proper authorization for use or attempted use of accounts within the Nova University computer systems

- limit the use of Nova University computer systems to academic activities as defined by the student's academic program office
- refrain from attempting to tamper with or obstruct the operation of Nova University's computer systems
- be aware that accessing or using another person's computer account without that person's permission is illegal and unethical
- refrain from any attempt to use Nova University's computer systems as a means for the unauthorized access to computer systems outside the University's systems
- be aware that the use of invasive software, such as worms and viruses destructive to hardware, software or data files is illegal and unethical
- be aware that using Nova University's computer systems to act or behavior in a rude, obscene or harassing manner will be dealt with by appropriate University policy, procedures and agents
- use only legally obtained or licensed data or software in accordance with its license or purchase agreement
- be in compliance with Federal copyright laws and the Nova University Copyright Code

As with all matters of law and ethics, ignorance of the rules does not excuse violations. Inappropriate conduct and violations will be dealt with under the guidelines of the Nova University Code of Student Conduct and Academic Responsibility as defined and determined by the Office of the Academic Vice President and the Office of the Dean of a student's academic program.

Drug-Free Schools and Campuses

In order to comply with the Drug-Free Schools and Communities Act (Pub. L. No. 101-226, Title 34 C.F.R., part 86), Nova University has adopted the following policy for all workplace, school, campus, and field-based programs.

The unlawful manufacture, distribution, dispensation, possession, or use of illicit drugs* and the abuse of alcohol are prohibited in and on Nova University owned or controlled property and as a part of any of its activities. No Nova University employee or student is to report to work or school while under the influence of illicit drugs or alcohol. There are serious health risks associated with the abuse of drugs and alcohol (see attached

"Controlled Substances--Uses and Effects"). If you, a fellow student, teacher, or co-worker has a problem with abuse of drugs and/or alcohol, help can be provided at the following locations:

On Campus

Nova University Student Counseling Service

Mailman Building

(305) 475-7552

Nova University Community Mental Health Clinics

Davie..... 475-7070

Lauderhill..... 486-3663

Coral Springs..... 753-7020

Community

Florida Department of Education

Educational Prevention Center

Knott Building

Tallahassee, Florida 32399

(904) 488-6304

Department of Health and Rehabilitative Services

Alcohol and Drug Abuse Program

1317 Winewood Boulevard

Tallahassee, Florida 32399

(904) 488-0900

When you use or deal in drugs, you also risk incarceration and/or fines. The attached federal sentencing guidelines indicate federal penalties for trafficking in drugs.

In addition to the federal sanctions, Florida state statutes provide sanctions in regard to the use, possession, and/or sale of illicit drugs and the abuse of alcohol. Punishment varies dependent upon the amount and type of drug and/or alcohol involved. Felony convictions range from one year to life imprisonment. Possession of not less than 20 grams of cannabis is punishable as a misdemeanor of the first degree. Punishment for misdemeanors ranges from less than 60 days to one year imprisonment.

Under §893.13, Florida Statutes, it is unlawful for any person to sell, purchase, manufacture, deliver, or possess with intent to sell, purchase, manufacture, or deliver a controlled substance. Violation of this statute is a felony and is punishable under Chapter 775 of the Florida Statutes.

Under §893.13 (1) (e), Florida Statutes, it is unlawful for any person to sell, purchase, manufacture, deliver, or to possess with the intent to sell, purchase, manufacture, or

deliver a controlled substance in, on, or within 1,000 feet of a public or private elementary, middle, or secondary school. Punishment for a violation of this statute may include a minimum three-year imprisonment.

Under §316.1936, Florida Statutes, it is unlawful for any person to possess an open container of alcoholic beverage while operating a vehicle in the state or while a passenger in or on a vehicle being operated in the state. Violation of this law will result in a noncriminal moving traffic violation, punishable as provided in Chapter 318 of the Florida Statutes, with fines and points on a driving record leading to driver's license suspension.

Under §316.193, Florida Statutes, a person is guilty of driving under the influence if such a person is driving or in actual physical control of a vehicle within the state and the person is under the influence of alcoholic beverages or any controlled substance when affected to the extent that his or her normal faculties are impaired or the person has a blood alcohol level of . 10 percent or higher. First conviction on such a DUI charge shall result in a fine not less than \$250 or more than \$500 and imprisonment not more than six months. A second conviction results in a fine of not less than \$500 or more than \$1,000 and not more than nine months' imprisonment. Third conviction will result in not less than a \$1,000 fine or more than a \$2,500 fine and imprisonment for not more than 12 months.

By applying for a driver's license and accepting and using a driver's license, a person holding the driver's license is deemed to have expressed his or her consent to submit to breath, blood, and urine tests for alcohol, chemical substances, or controlled substances. Nova University requires that an employee notify the employer of any criminal drug statute conviction for a violation occurring in the work place no later than five (5) days after such conviction. In order to comply with federal law, Nova University must notify any federal contracting agency within ten (10) days of having received notice that an employee engaged in the performance of a federal contract or grant has had a criminal drug statute conviction for a violation occurring in the work place. Any criminal drug convictions in the work place must be reported by the employee to his or her University supervisor or department head within five (5) days of the date of such conviction. The University will discipline any employee who is so convicted or require the employee's satisfactory participation in a drug/alcohol abuse assistance or rehabilitation program within thirty (30) days of notice of such conviction.

Any Nova University employee or student determined to have violated this policy shall be subject to referral for prosecution by the appropriate authorities. Other sanctions include evaluation/treatment for drug use disorder, which may include mandatory completion of a drug/alcohol abuse rehabilitation program, expulsion, and/or termination.

All Nova University faculty and staff members will, as a condition of their employment, abide by the terms of this policy. All Nova University students will, as a condition of their enrollment, abide by the terms of this policy.

*The term "illicit drugs" refers to all illegal drugs and to legal drugs obtained or used without a physician's order. It does not prohibit the use of prescribed medication under the direction of a physician.

Federal Trafficking Penalties

PENALTY			PENALTY				
CSA	2nd Offense	1st Offense	Quantity	DRUG	Quantity	1st Offense	2nd Offense
	Not less than 10 years. Not more than life.	Not less than 5 years. Not more than 40 years.	10-99 gm or 100-999 gm mixture	METHAMPHETAMINE	100 gm or more or 1 kg ¹ or more mixture	Not less than 10 years. Not more than life.	Not less than 20 years. Not more than life.
			100-999 gm mixture	HEROIN	1 kg or more mixture		
			500-4,999 gm mixture	COCAINE	5 kg or more mixture		
I	If death or serious injury, not less than life.	If death or serious injury, not less than 20 years. Not more than life.	5-49 gm mixture	COCAINE BASE	50 gm or more mixture	If death or serious injury, not less than 20 years. Not more than life.	If death or serious injury, not less than life.
and							
II	Fine of not more than \$4 million individual, \$10 million other than individual.	Fine of not more than \$2 million individual, \$5 million other than individual.	10-99 gm or 100-999 gm mixture	PCP	100 gm or more or 1 kg or more mixture	Fine of not more than \$4 million individual, \$10 million other than individual.	Fine of not more than \$8 million individual, \$20 million other than individual.
			1-10 gm mixture	LSD	10 gm or more mixture		
			40-399 gm mixture	FENTANYL	400 gm or more mixture		
			10-99 gm mixture	FENTANYL ANALOGUE	100 gm or more mixture		

Drug	Quantity	First Offense	Second Offense
Others ²	Any	Not more than 20 years. If death or serious injury, not less than 20 years, not more than life. Fine \$1 million individual, \$5 million not individual.	Not more than 30 years. If death or serious injury, life. Fine \$2 million individual, \$10 million not individual.
III	All	Any	Not more than 5 years. Fine not more than \$250,000 individual, \$1 million not individual.
IV	All	Any	Not more than 10 years. Fine not more than \$500,000 individual, \$2 million not individual.
V	All	Any	Not more than 3 years. Fine not more than \$250,000 individual, \$1 million not individual.
	All	Any	Not more than 6 years. Fine not more than \$500,000 individual, \$2 million not individual.
	All	Any	Not more than 1 year. Fine not more than \$100,000 individual, \$250,000 not individual.
	All	Any	Not more than 2 years. Fine not more than \$200,000 individual, \$500,000 not individual.

¹ Law as originally enacted states 100 gm. Congress requested to make technical correction to 1 kg.

² Does not include marijuana, hashish, or hash oil.

Federal Trafficking Penalties – Marijuana

Quantity	Description	First Offense	Second Offense
1,000 kg or more; or 1,000 or more plants	Marijuana Mixture containing detectable quantity	Not less than 10 years, not more than life. If death or serious injury, not less than 20 years, not more than life. Fine not more than \$4 million individual, \$10 million other than individual.	Not less than 20 years, not more than life. If death or serious injury, not less than life. Fine not more than \$8 million individual, \$20 million other than individual.
100 kg to 1,000 kg; or 100-999 plants	Marijuana Mixture containing detectable quantity	Not less than 5 years, not more than 40 years. If death or serious injury, not less than 20 years, not more than life. Fine not more than \$2 million individual, \$5 million other than individual.	Not less than 10 years, not more than life. If death or serious injury, not less than life. Fine not more than \$4 million individual, \$10 million other than individual.
50 to 100 kg	Marijuana	Not more than 20 years. If death or serious injury, not less than 20 years, not more than life. Fine \$1 million individual, \$5 million other than individual.	Not more than 30 years. If death or serious injury life. Fine \$2 million individual, \$10 million other than individual.
10 to 100 kg	Hashish		
1 to 100 kg	Hashish Oil		
50-99 plants	Marijuana	Not more than 5 years. Fine not more than \$250,000, \$1 million other than individual.	Not more than 10 years. Fine \$500,000 individual, \$2 million other than individual.
Less than 50 kg	Marijuana		
Less than 10 kg	Hashish		
Less than 1 kg	Hashish Oil		

Controlled Substances – Uses & Effects

DRUGS' CSA SCHEDULES		TRADE OR OTHER NAMES	MEDICAL USES	DEPENDENCE		TOLERANCE	DURATION (Hours)	USUAL METHODS OF ADMINISTRATION	POSSIBLE EFFECTS	EFFECTS OF OVERDOSE	WITHDRAWAL SYNDROME
				Physical	Psychological						
NARCOTICS											
Opium	II III V	Dover's Powder, Paregoric, Parapectolin	Analgesic, antidiarrheal	High	High	Yes	3-6	Oral, smoked	Euphoria, drowsiness, respiratory depression, constricted pupils, nausea	Slow and shallow breathing, clammy skin, convulsions, coma, possible death	Watery eyes, runny nose, yawning, loss of appetite, irritability, tremors, panic, cramps, nausea, chills and sweating
Morphine	II III	Morphine, MS-Contin, Roxanol, Roxanol SR	Analgesic, antitussive	High	High	Yes	3-6	Oral, smoked, injected			
Codeine	II III V	Tylenol w/Codn, Robitussin AC, Emprlin w/Codn, Fiorinal w/Codn	Analgesic, antitussive	Moderate	Moderate	Yes	3-6	Oral, injected			
Heroin	I	Diacetylmorphine, Horse, Smack	None	High	High	Yes	3-6	Injected, sniffed, smoked			
Hydromorphone	II	Dilaudid	Analgesic	High	High	Yes	3-6	Oral, injected			
Meperidine (Pethidine)	II	Demerol, Mepergan	Analgesic	High	High	Yes	3-6	Oral, injected			
Methadone	II	Dolophine, Methadone, Methadose	Analgesic	High	High-Low	Yes	12-24	Oral, injected			
Other Narcotics	I II III IV V	Numorphan, Percodan, Percocet, Tylox, Tussionex, Fentanyl, Darvon, Lomotil, Talwin ²	Analgesic, antidiarrheal, antitussive	High-Low	High-Low	Yes	Variable	Oral, injected			
DEPRESSANTS											
Chloral Hydrate	IV	Noctec	Hypnotic	Moderate	Moderate	Yes	5-8	Oral	Slurred speech, disorientation, drunken behavior without odor of alcohol	Shallow respiration, clammy skin, dilated pupils, weak and rapid pulse, coma, possible death	Anxiety, insomnia, tremors, delirium, convulsions, possible death
Barbiturates	II III IV	Amytal, Nembutal, Fiorinal, Lotusate, Tuinal, Seconal, Butisol, Phenobarbital	Anesthetic, anticonvulsant, sedative, hypnotic, veterinary euthanasia agent	High-Mod.	High-Mod.	Yes	1-16	Oral			
Benzodiazepines	IV	Ativan, Dalmane, Librium, Restoril, Diazepam, Xanax, Serax, Valium, Tranxene, Versed, Verstran, Halcion, Paxipam	Antianxiety, anticonvulsant, sedative, hypnotic	Low	Low	Yes	4-8	Oral			
Methaqualone	I	Quaalude	Sedative, hypnotic	High	High	Yes	4-8	Oral			
Glutethimide	III	Doriden	Sedative, hypnotic	High	Moderate	Yes	4-8	Oral			
Other Depressants	III IV	Equanil, Miltown, Noludar, Placidyl, Valmid	Antianxiety, sedative, hypnotic	Moderate	Moderate	Yes	4-8	Oral			
STIMULANTS											
Cocaine ¹	II	Coke, Flake, Snow, Crack	Local anesthetic	Possible	High	Yes	1-2	Sniffed, smoked, injected	Increased alertness, excitation, euphoria, increased pulse rate & blood pressure, insomnia, loss of appetite	Agitation, increase in body temperature, hallucinations, convulsions, possible death	Apathy, long periods of sleep, irritability, depression, disorientation
Amphetamines	II	Biphetamine, Delcobase, Desoxyn, Dexedrine, Obetrol	Attention deficit disorders, narcolepsy, weight control	Possible	High	Yes	2-4	Oral, injected			
Phenmetrazine	II	Preludin	Weight control	Possible	High	Yes	2-4	Oral, injected			
Methylphenidate	II	Ritalin	Attention deficit disorders, narcolepsy	Possible	Moderate	Yes	2-4	Oral, injected			
Other Stimulants	III IV	Adipex, Cyferi, Didrex, Ionamin, Melfiat, Plegine, Sanorex, Tenuate, Tepanil, Prelu-2	Weight control	Possible	High	Yes	2-4	Oral, injected			
HALLUCINOGENS											
LSD	I	Acid, Microdot	None	None	Unknown	Yes	8-12	Oral	Illusions and hallucinations, poor perception of time and distance	Longer, more intense "trip" episodes, psychosis, possible death	Withdrawal symptoms not reported
Mescaline and Peyote	I	Mesc, Buttons, Cactus	None	None	Unknown	Yes	8-12	Oral			
Amphetamine Variants	I	2,5-DMA, PMA, STP, MDA, MDMA, TMA, DOM, DOB	None	Unknown	Unknown	Yes	Variable	Oral, injected			
Phencyclidine	II	PCP, Angel Dust, Hog	None	Unknown	High	Yes	Days	Smoked, oral, injected			
Phencyclidine Analogues	I	PCE, PCPy, TCP	None	Unknown	High	Yes	Days	Smoked, oral, injected			
Other Hallucinogens	I	Bufotenine, Ibogaine, DMT, DET, Psilocybin, Psilocyn	None	None	Unknown	Possible	Variable	Smoked, oral, injected, sniffed			
CANNABIS											
Marijuana	I	Pot, Acapulco Gold, Grass, Reefer, Sinsemilla, Thai Sticks	None	Unknown	Moderate	Yes	2-4	Smoked, oral	Euphoria, relaxed inhibitions, increased appetite, disoriented behavior	Fatigue, paranoia, possible psychosis	Insomnia, hyperactivity and decreased appetite occasionally reported
Tetrahydrocannabinol	I II	THC, Marinol	Cancer chemotherapy antinauseant	Unknown	Moderate	Yes	2-4	Smoked, oral			
Hashish	I	Hash	None	Unknown	Moderate	Yes	2-4	Smoked, oral			
Hashish Oil	I	Hash Oil	None	Unknown	Moderate	Yes	2-4	Smoked, oral			

Smoking and Nonsmoking

In accordance with the Florida Clean Indoor Air Act, the University has established the following policy.

Smoking is prohibited in any Nova University facility where, regardless of physical separation, nonsmokers share a ventilation system with smokers.

This policy does not apply to living quarters (dormitories) which are subject to a separate smoking policy. Nor does this policy in any way supersede the Florida Clean Indoor Air Act.

Alcohol and Other Drugs

Nova University, as an institution of higher education, is dedicated to the well-being of all members of the University community--students, faculty, staff, and administrators. Concerned with the misuse of alcohol and other drugs (both licit and illicit), it is the policy of the University to endeavor to prevent substance abuse through programs of education and prevention.

The University recognizes alcoholism and drug abuse as illnesses or treatable disorders, and it is the University's policy to work with members of the university community to provide channels of education and assistance. However, it is the individual's responsibility to seek help. The University also recognizes that the possession and/or use of certain substances is illegal, and the University is obligated to comply with local, state, and federal laws.

1. While on campus or engaged in any University related activity, members of the University community must be in a fit condition to perform appropriately. Being under the influence of alcohol and/or drugs is prohibited and may subject the individual to disciplinary action including the possibility of dismissal.
2. Employees will be evaluated only on their work performance. If alcohol consumption or the use of any other drug affects an employee's performance, assistance is available. However, if an employee's performance continues to deteriorate, the University will discipline the employee based on his or her job performance. Poor job performance will lead to discharge.
3. Professional assistance for substance abuse is given on a confidential, professional, and voluntary basis. The purpose of this assistance is to help the

individual member of the University community who has a substance abuse problem lead a productive work and/or academic life free of substance abuse.

4. Members of the University community who engage in any illegal activity involving alcohol or other drugs are subject to dismissal.

Substance Abuse Awareness, Education, and Prevention

Nova University's activities in substance abuse awareness, education, and prevention exist to encourage members of the University community to avoid the use of illicit drugs, to use alcohol and other licit drugs in a responsible manner, and to avert the need for direct intervention. The specific goals of the program are the following:

- To educate all members of the community that the use and possession of certain substances are illegal and may result in adverse consequences
- To inform members of the University community concerning the physical and psychological effects of alcohol and other drugs and to develop an awareness of potential problems that can result from the use of these substances
- To support those who choose not to drink alcohol or to use other drugs
- To teach those who choose to drink alcohol to do so responsibly
- To help those who abuse alcohol or other drugs.

In order to achieve these goals, the University operates and/or engages in the following programs and activities:

1. **Alcohol and Drug Resource Center.** The Resource Center is directed by an existing staff member. Additional staff consists of student employees, practicum students, and/or student volunteers. The center has the primary responsibility for the University's prevention and education programs. It coordinates the various activities and serves as a clearinghouse for alcohol and drug information. Each academic center designates a contact person who works with the Resource Center staff to disseminate information within their centers.
2. **Advisory Committee.** This is a group of administrators, faculty, and student leaders who are appointed by the vice-president for academic affairs to serve as advisers and resource persons. The committee is chaired by the director of the Alcohol and Drug Resource Center. The group meets monthly to discuss and develop program plans and activities.

3. **Alcohol and Drug Awareness Activities,** Under the direction of the Resource Center, there are regular and ongoing activities designed to disseminate information about alcohol and drug use. The audience of the information is all students, employees, and faculty of the University, both on and off campus. The awareness activities can include posters, media campaigns, films, exhibits, and literature. The University supports the National Alcohol Awareness Week and schedules activities at that time to promote awareness on campus.
4. **Student Organizations,** The student governments are encouraged to establish chapters of organizations such as BACCHUS (Boost Alcohol Consciousness Concerning the Health of University Students) and SADD (Students Against Drunk Driving).
5. **Alcohol and Drug Work Workshops** are provided for student leaders and for employees as part of the University's staff development program. These workshops provide the opportunity for participants to discuss the information they receive. Student leaders are required to complete such workshops before they can plan parties that involve drinking.
6. **Academic Courses,** Several academic centers have put identifiable units on alcohol and drugs into appropriate existing courses. Additionally, several academic centers have established elective courses in substance abuse and/or recommend students to take such courses in other centers. Assistance is available to the academic centers from the Alcohol and Drug Abuse Resource Center to ensure the substance abuse content of courses is consistent with University policies.
7. **Orientation,** Academic centers include information on drugs and alcohol in the orientation sessions and materials for new students. The orientation provides a general orientation to the problems of substance abuse and includes a statement of the University's policy on drugs and alcohol. The information is presented in a positive manner. The Resource Center works with the academic centers to prepare the materials presented.

Communicable Diseases Policy Guidelines

It is the intent of the University to protect students and employees from exposure to communicable diseases that pose reasonable risk of harm to members of the University community. It is also the intent of the University to protect the rights of those infected with a communicable disease pursuant to the Sick Leave Policy of the University. Employees and students of the University who do become infected with a communicable disease are subject to the guidelines listed below.

All employees diagnosed with any communicable disease will receive the same benefits and privileges extended to any employee under the Sick Leave Policy and shall be afforded confidentiality for all related issues.

The University will be flexible in its response to incidents of communicable disease, evaluating each occurrence in light of this policy and current available medical information.

Guidelines

1. For the purpose of this policy, the term "employee" shall include all persons employed by the University, either full time or part time, including adjuncts and off-site coordinators, but shall not include the following persons:

- a. Members of the Board of Trustees
- b. Guest lecturers
- c. Vendors

The term "student" shall include all persons enrolled at the University, either part time or full time, from preschool through graduate studies.

The term "infected person" shall include students and employees who have been medically diagnosed as infected with a communicable disease.

In the event that any employee, administrator, or student has a concern about the potential for the spread of a communicable disease within the University community, those concerns should be brought to the assistant director of human resources for review consistent with the current available information on the spread of the particular communicable disease. After review and evaluation of the concerns, if there appears to be a reasonable likelihood of the spread of the disease within the University community by an infected person, the assistant director of human resources will, after notification of the issues presented to the University president, contact the Broward County Health Department for recommendations of appropriate action consistent with state law.

The University will make available to its employees and students information about the transmissibility of communicable diseases and precautions that can be taken to prevent the spread of various communicable diseases.

2. An infected person can continue to work and study so long as he or she is able to continue to perform regular responsibilities satisfactorily and so long as the

best available medical evidence indicates that his or her continued status does not present a health or safety threat to self or others. Infected employees with diseases that threaten the safety of others are eligible for the same leave of absence provisions of current University policy for sick or annual leave.

3. An infected person returning to work or school after a leave of absence for reasons related to a communicable disease must provide a statement from his or her treating physician indicating current medical status. An employee shall submit the physician's statement to the director of human resources or a delegated representative. Students shall submit their statement to their program dean.
4. Within reason, the University shall make accommodations to the infected persons, whenever possible, to ensure continuity in employment or in the classroom. Such measures may include, subject to administrative limitations, job reassignment or class reassignment to place the infected person in a less demanding position.
5. No infected person (employee or student) may be dismissed from the University solely on the basis of a diagnosis of an infection of a contagious disease. A decision to dismiss or discharge will only be made after reasonable accommodation has been attempted and an examination of facts demonstrate that the infected person can no longer perform as required or poses a reasonable threat to the health and safety of those around him or her.
6. Disciplinary measures are available to the University when any employee fails or refuses to work at his or her assigned job with an infected person who has not been deemed to pose a present health or safety threat to self or to others. Student disciplinary measures shall range from counseling to expulsion.
7. As with any medical condition, employees must not disclose information regarding another employee or student to anyone except those employees with a medical or administrative need to know. The University shall take every precaution to ensure that confidentiality is maintained. Breach of such confidentiality by any employee shall result in disciplinary action.

Policy on Sexual Harassment

It is the intent of Nova University to protect all employees and students from sexual harassment. Sexual harassment is a violation of Title VII. Sexual harassment undermines the integrity of the employment and academic environment, debilitates morale, and interferes with the effectiveness of employees and students. In accordance with Equal Employment Opportunity Commission-promulgated guidelines, unwelcome sexual advances, unwanted requests for favors of a sexual nature, and any other verbal or physical conduct of a sexual nature are considered sexual harassment if:

- a. Explicit or implicit submission to sexual overtones is made a term or condition of employment.
- b. Employment decisions are made on the basis of whether submission to or rejection of sexual overtones occurred.
- c. An individual's work performance is unreasonably interfered with by a sexually intimidating, hostile, or offensive atmosphere.

A. At Nova University, sexual harassment of or by employees includes:

1. Unwelcome or unwanted sexual advances. This includes unwelcome physical contact or sexual advances considered unacceptable by another individual.
2. Requests or demands for sexual favors. This includes subtle or blatant pressures or requests for any type of sexual favor accompanied by an implied or stated promise of preferential treatment or negative consequence concerning one's employment status.
3. Verbal abuse that is sex-oriented or considered unacceptable by another individual, as well as sexually derogatory comments. This includes commenting about an individual's body or appearance when such comments go beyond mere courtesy; telling jokes that are clearly unwanted and considered offensive by others; or other tasteless, sexually-oriented comments or innuendoes or actions that offend others.
4. Engaging in any type of sexually-oriented conduct that would unreasonably interfere with another's work performance. This includes extending unwanted sexual attention to someone that reduces personal productivity or time available to work at assigned tasks.
5. Creating a work environment that is intimidating, hostile, or offensive because of unwelcome or unwanted sexually-oriented conversations, suggestions, requests, demands, physical contacts or attentions.

Nova University will not tolerate sexual harassment. Sexual harassment is an insidious practice. It demeans individuals being treated in such manner and creates unacceptable stress for the entire organization. Persons harassing others will be dealt with swiftly and vigorously.

Normal, noncoercive interaction that is acceptable to both parties is not considered to be sexual harassment.

All allegations of sexual harassment of or by an employee, client, or vendor will be promptly and thoroughly investigated by the Human Resources Department and should be reported promptly to the director of human resources.

B. At Nova University, sexual harassment by employees of students is defined as unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature when:

1. Submission to such conduct is made to appear to be a term or condition of enrollment, attendance, or participation in a class;
2. Submission to or rejection of such conduct affects academic decisions; or
3. Such conduct has the purpose or effect of unreasonably interfering with a student's academic performance or creating an intimidating, hostile, or offensive academic environment;
4. Unwelcome patting, pinching, or touching;
5. Offensive or demeaning sexual remarks, jokes, or gestures.

Students aggrieved by a violation of this policy may file a grievance under their center's grievance procedure.

Any employee who violates any portion of this policy shall be subject to disciplinary action.

At Nova University, romantic and sexual relationships between a faculty member and a student are subject to the prohibition against sexual harassment.

Romantic or sexual relationships between a faculty member and a student then enrolled in the faculty member's class (including supervised student activities for which academic credit is given) may appear to be coercive and are discouraged. Even when no coercion is present, such relationships create an appearance of impropriety and favoritism that can impair the academic experience of all students in that class. It is, therefore, improper conduct for a faculty member to engage in a romantic or sexual relationship with a student then enrolled in the faculty member's class.

Privacy of Records

Nova University maintains a system of records that includes application forms, letters of recommendation, admission test scores, and transcripts of students' previous academic records and performance while in residence. These records are available for review by present and former students upon written request to the registrar's office. However, the registrar will not release transcripts of students' academic records until all their accounts, both academic and nonacademic, have been paid.

The law limits access by and disclosure to a third party. Such access is given only upon consent of the student or if required by law, except for the following information, which may be released as directory information: a) student's name; b) dates of attendance; c) degree and awards received. Requests for such information must be submitted in writing to the registrar. The University reserves the right to refuse the above information if the reason for the request is not considered to be a sufficient need to know.

Any student or parent not wishing to have this information disclosed should notify the Office of the University Registrar in writing prior to September 1 of the relevant school year. A person does not have the right of access to educational records until he or she has been admitted to and has actually begun attending Nova University. There is no prohibition from disclosing such information to the parents of students who are listed on their parents' federal income tax forms.

Parents or eligible students will be provided a hearing by the University if they wish to challenge the content of the record. If they are still not satisfied, the parents or eligible students may add explanatory or rebuttal matter to the record.

If the students or parents are denied access to a hearing or if the records are alleged to have been illegally disclosed to a third party, the students or parents may file a complaint with the U.S. Department of Education.

Reservation of Power

Nova reserves the right to amend, modify, add to, or delete its rules, policies, and procedures affecting its institutional relationship with students as deemed necessary by the administration. Any such amendment, modification, addition, or deletion shall not be considered a violation of the relationship between the University and the student. Such right includes modification to academic requirements, curriculum, tuition, and/or fees when in the judgment of the administration such changes are required in the exercise of its educational responsibility.

Student Appeals

The purpose of the Student Appeals process to allow students to grieve matters concerning policy, procedure, or administrative action having a direct impact on them, and to provide for the orderly resolution of these matters.

Informal Procedure Prior to initiating a formal appeal the student must first meet with the particular faculty member or administrator and attempt to resolve the matter informally. If this does not result in an acceptable resolution, the student shall bring the matter to the attention of the Program Administrator, where attempt at informal resolution will be continued. *This must be done within 30 days following the occurrence of the situation giving rise to the appeal.* Should this process fail to bring about an acceptable resolution of the problem, the student must next request intervention through the Dean of the Center for Psychological Studies.

Formal Procedure

1. The student shall file a written appeal with the Dean. This document should contain a concise statement of all relevant facts including the particular manner in which a student believes he or she was mistreated.
2. Upon receipt of a written appeal, the Dean shall review the appeal to determine whether the appeal presents a complaint upon which action should be taken. The Dean will respond within five working days upon receipt of the appeal petition.
 - a. If the Dean decides that no further action should be taken, the appeal procedure will be terminated and a brief written explanation will be submitted to the student.
 - b. If the Dean decides that a further review should occur to determine whether the alleged conduct stated in the appeal should result in some action concerning the complaint, he or she shall bring the complaint before the appointed Center's Appellate Board. The Board will conduct a substantive review regarding all facts it deems pertinent to the appeal and will render a written recommendation with justification to uphold or negate the original decision.
 - (1) The Board may, at its discretion, request that a committee be established in order to make a finding fact and further investigate the allegations.
 - (2) The Board may, at its discretion, interview the student in person, or any

other person the Board determines may have information relevant to the review. No person may have legal counsel appear on their behalf or in their place.

3. The Appellate Board will issue its recommendation directly to the Dean. The Dean will notify the student of a determination in writing.
4. If the student believes there have been any *procedural* irregularities within the appeal process, such irregularities must be addressed in writing to the Dean within five (5) days of the notification of determination. The Dean, upon review, will notify the student of his or her decision. If any irregularities have occurred, the Dean will return the appeal to the appellate board for consideration consistent with the process described in this *Handbook*.
5. The Dean's decision shall be final. However, either party shall have the right to contest any Committee final decision by contesting before Broward County Court of Competence Jurisdiction that such a decision was arbitrary or capricious.

Any suit filed pursuant to this procedure shall be filed in Broward County, Florida and the laws of Florida shall control.

IV. Miscellaneous Policies and Procedures

Graduation Procedures

Students who have completed all requirements for the master's degree must submit a degree application. Forms are available from the registrar's office. A fee is required upon submission of the degree application form.

Applications require approval by the Office of the Dean, University Comptroller, Registrar and Librarian. These offices verify that requirements are met and that the student's accounts, records, etc. are in good standing.

Upon approval, the application is presented to the University Board of Trustees for conferral. Approximately six weeks following the conferral of the degree, which is noted on the official transcript, a diploma is mailed to the student.

Graduation exercises for Nova University take place each Summer. Students who are, or expect to be, eligible to participate in graduation exercises may contact the Office of the Registrar for information about graduation ceremonies.

State of Florida Licensure for Mental Health Counselors

On October 1, 1987, the State of Florida enacted new legislation (Chapter 491, *Florida Statutes*) that governs licensure requirements for Mental Health Counselors. Students interested in licensure should request in writing a copy of licensure requirements from the:

Department of Professional Regulation
Board of Clinical Social Work, Marriage and
Family Therapy, and Mental Health Counseling
Northwood Centre
1940 North Monroe Street
Tallahassee, Florida 32399-0750
(904) 487-2520

Individual eligibility should be verified periodically through careful review of the state licensure regulations, which are subject to change.

The journal collection is fairly complete for the last 20 years and the School has been diligently building the psychology holdings. In addition, the University has established arrangements to assist students and faculty in securing additional library resources. The Interlibrary Loan Program provides access to the resources of other libraries throughout the United States and Canada. The Dialogue information retrieval service offers students and faculty the processing power of the computer to assist in retrieval of information. It gives the researcher control in storing, retrieving, and reviewing abstracts and citations on specific subject matter. Information about Interlibrary Loan and The Dialogue Information Retrieval service may be obtained from the library.

Student Evaluation of Courses

After each course, faculty/course evaluation forms are distributed in each class. The student is requested to give anonymous opinions regarding class content, texts, examinations, and instructor or supervisor performance. Information from faculty/course evaluations is used to monitor courses and to assess faculty merit.

V. Center Organization

The Center for Psychological Studies, first organized in 1967, is primarily concerned with psychology and mental health.

Academic Programs of the Center

In addition to the Ph.D. and Psy.D. programs in clinical psychology, the Center offers the Master of Science programs in mental health counseling and school guidance and counseling; a doctoral clinical internship program; post-doctoral training in psychoanalysis and psychotherapy; continuing education workshops for professionals in mental health; and respecialization programs for doctoral level psychologists desiring to become clinicians.

Clinical Facilities

A brief description of the service programs operated by Nova University, Center for Psychological Studies follows:

Nova University Community Mental Health Center

Outpatient Services

The Center for Psychological Studies operates a publicly funded, nonprofit outpatient mental health facility funded cooperatively by the Florida Department of Health and Rehabilitative Services (HRS), Broward County, Nova University, and United Way. Services are available to all residents of western Broward County including adults, children, adolescents, and elderly clients, regardless of race, color, sex, age, nondisqualifying handicap, religion or creed, or national or ethnic origin. Over 3,300 unduplicated clients are served per year. The services offered by the Community Mental Health Center include:

- Aftercare/case management
- Child/adolescent therapy
- Community education
- Consultation/education
- Crisis management
- Group therapy
- Individual therapy
- Marital/family therapy
- Medication management
- Psychiatric evaluation
- Psychological evaluation
- Screening/referral

The clinical staff consists of professionals in psychology, psychiatry, social work, mental health counseling, nursing, and education. The Community Mental Health Center maintains clinic sites on the main campus, and in Coral Springs, Hollywood, and Lauderdale Lakes.

Within the Community Mental Health Center students receive practicum training. Over 25 doctoral and five master's practicum slots, together with three Internship placements, are provided for students at the clinics. In addition, doctoral students may be hired to provide clinical services on a part-time basis. Supervision is provided by staff of the clinics and by faculty.

Special Clinical Services

Clinical Biofeedback. Located at all clinic sites, this unit was established to provide treatment to individuals with a variety of somatic and tension-related disorders. Treatment is applicable to a broad spectrum of complaints including tension and migraine headaches, TMJ, anxiety, phobias, bruxism, chronic and acute pain, Raynaud's disorder, and essential hypertension. The equipment utilized is computer-based, state-of-the-art physiological monitoring systems. Biofeedback-facilitated relaxation training is often used as an adjunctive technique to other conventional therapies. Training on these techniques is offered to students through courses, practicums and research opportunities.

Child and Adolescent Anxiety Disorder Program (CAADP). This clinic, located at the Coral Springs site, offers assessment and treatment services to school-aged children (5-18 years) with anxiety disorders, such as separation anxiety, phobias, and obsessive-compulsive disorder. **The School Phobia Program** is a specialized program within the CAADP that focuses on the behavioral treatment of children who suffer from anxiety-based school refusal. Pharmacological intervention, as an adjunct to behavioral treatment, also is offered when indicated. Students can participate in both clinical service delivery (through practicum placement) and research.

Child and Adolescent Affective Disorders. This program will provide comprehensive diagnostic assessment and treatment of child and adolescent affective disorders, including major and minor depression, dysthymia, mania and hypomania, and atypical affective disorders. Treatments will include but not be limited to cognitive/behavioral and interpersonal psychotherapy. The program will focus on developing and evaluating new modes of treatment and comparing the efficacy of short, intermediate, and long term

therapies. Behavioral interventions will be combined with phototropic medications when indicated.

Family Violence Clinical Research Program. The Family Violence Clinical Program is a specialized program providing high-level service through the Nova University clinic system. The program provides clinical training experience to doctoral students in the area of family violence, primarily spouse abuse. Clinical requirements of practicum students include conducting standardized assessment procedures and providing crisis, short-term, and longer-term intervention. Other requirements include maintaining client records and participation in supervision and other training experiences. Although the practicum experience focuses on the problem of family violence, intervention procedures address a broad base of individual, couple, and family clinical issues. Up to nine practicum students are placed within the program each year. The Family Violence Program also maintains a clinical research component.

Gerontology Dual Diagnosis. Dual diagnosis outpatient assessment and treatment is provided to community residents ages 55 and older through this program. This specialized care simultaneously addresses both chemical dependency and psychiatric disorders. A clinical research component of this program focuses on understanding the nature of gerontology, dual diagnosis, and determining the effectiveness of clinical interventions. Doctoral trainees will be given opportunities to develop and refine clinical and investigative skills.

Gerontology Outpatient. The gerontology outpatient program provides outpatient psychotherapy to residents in the community who are 55 or over. Assessment, treatment and consultative services are provided for elderly adults experiencing such problems as anxiety disorders, insomnia, depression, bereavement, psychosexual dysfunction, etc. Predoctoral and postdoctoral training as well as clinical research are also functions of the program.

Neuropsychological Program. The Neuropsychology Service is a component of the Nova University Health Psychology Center. The goals of the service are to diagnose disorders of the central nervous system, to provide consultation on the etiology, rate of progression, and prognosis of known or suspected cerebral pathology, and to offer recommendation or referral for the patient's treatment. Examples of typical referrals include differential diagnosis of organic vs. functional psychiatric symptoms; differential diagnosis of dementia

vs. depression; evaluation to determine cognitive, emotional, or behavioral symptoms subsequent to head injury; diagnosis of learning disability, attention deficit hyperactivity disorder, or mental retardation; documentation of known cognitive deficits for litigation; determination of mental competence; diagnosis of Alzheimer's disease, seizure disorders, multiple sclerosis, stroke, and organic mood syndrome; evaluation of headache; determination of appropriate school placement; and identification of malingering or symptom exaggeration. Referrals generally come from physicians, mental health professionals, educators, and attorneys. Students are assigned to the service for 12-month rotations. Training and experience are provided in diagnostic interviewing, conducting, and interpreting neuropsychological examinations and in report preparation.

Pediatric Psychology Specialty Program (PPSP). PPSP provides pediatric patients and their families with specialized psychological services such as (1) to children with acute, chronic, and/or genetic medical disorders who are exhibiting a psychological reaction directly related to the medical group; (2) to children and adolescents who have physical symptoms as a function of behavioral and psychological problems; and (3) to children who are experiencing psychological problems and physical complaints due to suffering some trauma. Psychological assessment and treatment services for their patients include pain and fear management procedures; depression and anxiety treatment; adjustment disorders therapy; medical noncompliance treatment; elimination disorders programs; eating disorders treatment; and pain complaints and psychosomatic illness therapy. Students can participate in both clinical service delivery (through practicum placement) and research.

Student Counseling Program. The Student Counseling Services offers psychological support services for Nova College and the Shepard Broad Law Center for students exhibiting a wide range of problems such as depression, anxiety, substance abuse, eating disorders, etc. Counseling on academic issues is offered; psychological testing is administered and an ongoing group for women who have been sexually abused is conducted. Also offered is a stress inoculation program designed to assist students in managing anxiety related to examinations. Practicum placements are available as well as opportunities for research endeavors.

Survivors of Sexual Abuse Program. The Survivors of Sexual Abuse Program provides clinical services at all locations of the Nova University Community Mental Health Center. The program serves adolescents and adults who were sexually abused as children and/or who suffer from dissociative disorders. Since dissociative disorders are a common result of childhood sexual abuse, the program accepts individuals with dissociative disorders for treatment even if they have no history or memory of sexual abuse. Available clinical services include psychological evaluation and testing, individual psychotherapy, group therapy, couples therapy, and family therapy. Up to six doctoral students receive clinical training in practicum placement at the program each year. Students can also participate in ongoing clinical research.

**Geriatric and
Residential Services**

This program within Nova University's Community Mental Health Center is publicly funded by HRS and the U.S. Department of Housing and Urban Development. It provides comprehensive services to people 55 or older who are experiencing a mental or emotional illness or concurrent psychiatric and substance abuse problems (dually diagnosed).

The Geriatric Institute, a 62-bed facility, offers a continuum of inpatient/residential services that are available depending on the needs of the client. All the residences are designed and operated to provide a warm, family atmosphere where daily living and interpersonal skills are learned and practiced. The Day Treatment/Social Rehabilitation programs serve more than 200 clients annually. Here, clients participate in groups and classes including: art, music and movement therapy, current events, coping and self-esteem skills, and adult living skills geared to their individual needs. The Family Support Group meets each month and offers support, counseling, and information to families and friends of our members.

Faculty Professional Interests

- Nathan H. Azrin, Ph.D., ABPP** Harvard University, Professor. Depression, marital and couple counseling; nervous habits; muscular tics; stuttering and dysfluencies; self-injurious behavior; toilet training; vocational counseling and placement; alcoholism; retardation; employee motivation and staff management; rehabilitation of the brain-injured; insomnia; drug addiction; bulimia; behavior therapy.
- David F. Barone, Ph.D.** University of California, Santa Barbara, Associate Professor. History and theory of psychology; personal and social resources in coping with stress; self-evaluation, self-deception, and motivation; assessment strategies and validation; organizational selection and stress evaluation, especially in law enforcement and management.
- William J. Burns, Ph.D., ABPP** University of North Dakota, Professor. Child-clinical, developmental, and pediatric psychology; pre- and perinatal effects of drug abuse; longitudinal outcomes of neuropsychological abnormalities at birth.
- Frank A. De Piano, Ph.D.** University of South Carolina, Associate Professor. Hypnosis; neuropsychology; community psychology; development of models for professional training of psychologists.
- William I. Dorfman, Ph.D.** Ohio State University, Associate Professor. Community mental health; short-term approaches to psychotherapy; eclectic approaches to individual and marital psychotherapy; psychodiagnosis, objective personality measurement with the MMPI and MMPI-2; role of families and primary caretakers in the treatment and rehabilitation of the chronically and severely mentally ill.
- Mary Ann Dutton, Ph.D.** University of Utah, Professor. Family violence, including assessment and intervention with spouse abuse and sexual assault victims, forensic evaluation, and expert witness testimony on behalf of battered women, rape trauma victims, and child sexual abuse victims; sexual exploitation of clients by psychotherapists; behavioral assessment; marital and family assessment and intervention.

- Bernard Eingold, Ph.D.** University of Florida, Professor. Individual psychotherapy; marital and couple therapy; psychodiagnosis.
- Jan Faust, Ph.D.** University of Georgia, Assistant Professor. Pediatric and child-clinical psychology; childhood adjustment to chronic diseases (e.g., Turner's Syndrome and cancer); psychosomatic disorders, eating disorders, child abuse and preparation of children for invasive medical procedures; child treatment outcome research.
- Ellen Girden, Ph.D.** Northwestern University, Professor. Experimental psychology; statistics, research design, learning, and history; psychological aspects of diabetes.
- Steven N. Gold, Ph.D.** Michigan State University, Associate Professor. Adult survivors of sexual abuse; dissociative disorders; substance abuse; interpersonal, family, and system psychotherapy; hypnotherapy; psychological assessment; personality theory; psychopathology; moral and personality development; adolescent and adult development.
- Pamela A. Hall, Psy.D.** Florida Institute of Technology, Assistant Professor. Child-clinical psychology; Attention Deficit Hyperactivity Disorder (multi-model approach); childhood adjustment to traumatic events; adolescent disorders; treatment of children raised in homes with a parent diagnosed with schizophrenia; minority issues.
- Michel Hersen, Ph.D., ABMP** State University of New York at Buffalo, Professor. Assessment and treatment of anxiety and depression in the elderly; single-case research; behavioral assessment and treatment; assessment and treatment of child abuse.
- Philinda Hutchings, Ph.D.** University of Kansas, Assistant Professor. Sexual assault and post-traumatic stress disorder; depression; major and chronic psychiatric disorders; psychodiagnostic assessment; individual and group psychotherapy.
- Robert Kabacoff, Ph.D.** University of Missouri-St. Louis, Associate Professor. Family assessment and treatment; adult psychopathology; multivariate statistics; computer applications; research methodology.

- Alan D. Katell, Ph.D.** West Virginia University, Associate Professor. Childhood and adult obesity, including a focus on eating and exercise behaviors; psychological factors in cardiac rehabilitation; exercise promotion and maintenance; health risk factor assessment and reduction; coping with handicaps; behavioral medicine.
- Alan J. Kent, Ph.D.** DePaul University, Assistant Professor. Crisis intervention and short term therapy, managed health care, community mental health, serious, mental disorders, ethics in psychotherapy.
- Janos Kurucz, M.D.** University of Budapest, Visiting Professor. Psychobiology; psychopharmacology; neuropathology; community mental health; quality assurance and risk management in mental health centers.
- Robert Lane, Ph.D., ABPP** New York University, Resident Psychoanalytic Scholar. Psychopathology; diagnosis; difficult patients; psychoanalysis, psychotherapy, and supervision.
- Cynthia Last, Ph.D.** State University of New York at Albany, Professor. Anxiety disorders; child psychopathology; DSM diagnosis; behavior therapy.
- John E. Lewis, Ph.D.** Syracuse University, Postdoctoral Fellow/Instructor. Intercultural psychotherapy and assessment; counseling and psychotherapy of prison populations; psychology of criminal behavior; educational and vocational assessment and counseling.
- Wiley Mittenberg, Ph.D.** Chicago Medical School, Associate Professor. Neuropsychology of aging and age-related dementia; memory function in cortical and subcortical dementias; neuropsychology of head injury.
- Doil D. Montgomery, Ph.D.** West Virginia University, Professor. Applied psychology; clinical applications of biofeedback; psychological intervention; techniques for chronic and acute pain conditions; self-regulation of dysfunctional physiological systems; professional development of biofeedback therapists.
- Timothy R. Moragne, Psy.D.** Wright State University, Associate Professor. Minority issues; health psychology; community psychology; human sexuality; psychological aspects of AIDS; AIDS and minorities.

- Helen Orvaschel, Ph.D.** New School for Social Research, Associate Professor. Child and adolescent affective disorders; genetic contributions to psychopathology; risk factors for child psychiatric disorders; psychiatric epidemiology; differential diagnostic assessment of child and adolescent psychopathology.
- Bady Quintar, Ph.D., ABPP** University of Kentucky, Professor. Projective techniques; psychoanalytic psychotherapy; ego psychology; postdoctoral training.
- Leonard Roth, Ph.D., ABPP** Rutgers the State University of New Jersey, Associate Professor. Marital therapy; clinical consultation, administration, and supervision; short-term psychotherapy.
- Ronald J. Samuda, Ph.D.** Ottawa University, Professor. Psychological assessment of ethnic minorities; cross-cultural counseling and psychotherapy; psychodiagnosis; vocational guidance and career development; nontraditional and dynamic methods for the assessment of culturally different clients.
- Barry A. Schneider, Ph.D.** Columbia University, Associate Professor. Psychodiagnosis and personality evaluation; individual psychotherapy; childhood psychoses; gerontology; borderline personality phenomena; medical psychotherapy.
- A. Eugene Shapiro, Ph.D., ABPP** New York University, Professor. Analytic psychotherapy; psychological aspects of low back pain; health services delivery systems; third-party reimbursement for mental health services.
- Jim Taylor, Ph.D.** University of Colorado, Associate Professor. Psychology of sports, health, and exercise; mental training for performance enhancement; psychological predictors of performance; self-efficacy and attributional styles in sports performance; slumps and momentum in sports; professional issues in sport psychology.
- Vincent Bram Van Hasselt, Ph.D.** University of Pittsburgh, Associate Professor. Behavioral assessment and treatment; behavior therapy for developmentally and physically disabled children and youth; family violence; evaluation and intervention for dually diagnosed elderly persons.

Professor Emeritus

Leo J. Reyna, Ph.D.
Richard Sanders, Ph.D.
Robert Weitz, Ph.D.

Adjunct Faculty Professional Interests

- Betty Ann Badger, Ed.D.** Nova University. Depression and anxiety conditions of adults; marital, couple, and family counseling; short-term crisis counseling; assessment and treatment for depressions of older adults; confidence building therapies for women; mental health information and education for community groups.
- Sandy Bernstein, Ph.D.** University of Georgia. Depression, family and marital therapy; anxiety disorders; co-dependence issues; forensic psychology and psychological evaluation.
- Frank E. Binford, Ph.D.** University of Iowa. Child advocacy; development of career guidance curricula; career education; urban educational opportunities for low socioeconomic families; fair evaluation of students.
- Ann S. Brandt, Ph.D.** Texas Woman's University. Geriatric Psychology; Individual, Couple, Group and Family Therapy; Women's Issues; Bereavement Therapy; Death and Dying.
- Etta Breit, Ph.D.** University of Pennsylvania. Individual and group therapy with female survivors of sexual trauma; sex therapy with couples.
- Juanita O. Brooks, Psy.D.** Florida Institute of Technology. Depression, anxiety, mood swings; relationship problems; divorce, dying, grieving, loneliness, stress, and self concept; individuals, couples, families, and group therapy.
- Janis Buffaloe, Psy.D.** Florida Institute of Technology. Child and Adolescent therapy; family therapy, reality therapy; cognitive-behavioral therapy.
- Leo A. Christie, Ph.D.** Florida State University. Individual, couples, family, adolescent therapy; child play therapy; continuing education seminars for health care professionals.
- Jean Cosgrove, Ph.D.** University of Arkansas. Self-control procedures for token economies; study habits; and test anxiety.

- John A. Crocitto, E.D.** George Washington University. Career assessment and counseling; college placement; counseling theory; consulting and life span human development.
- Michael G. Dow, Ph.D.** Pennsylvania State University. Depression, social anxiety and social skill deficits, medication noncompliance; chronically mentally ill; mental health aspects of AIDS; research methodology and statistics.
- Karen Estill, Ph.D.** Nova University. Traumatic brain injuries; behavioral medicine issues; chronic pain; individual, groups, and family therapy; psychological and neuropsychological assessments; cognitive retraining; subspecialty; children; autism; mental retardation; staff training.
- Fran M. Fassman, Psy.D.** Nova University. Existential/humanistic psychotherapy; individual, group, marital and family; women in transition; alternative lifestyles; early development; supervision and training; program consultation and design; anxiety disorders.
- Anne F. Goff, Ph.D.** Southern Illinois University. Adult problems of adjustment including marital and relationship discord; children of alcoholics; interpersonal communication difficulties; conflict resolution; psychological and psycheducational assessments and evaluations.
- Mitchell R. Gordon, Ph.D.** University of Mississippi. Family marital therapy; group psychotherapy; child and adolescent therapy, dually diagnosed (emotionally disturbed/mentally handicapped); relaxation training; assertiveness training; treatment program design and implementation; staff development; psychological assessment.
- Cheryl Gotthelf, Ph.D.** Nova University. Forensic psychology; biofeedback; muscle reeducation; pain management; stress management; hypertension; insomnia; headache pain; raynaud's disease; neuropsychology; hypnosis; individual psychotherapy; group psychotherapy.
- Sharon Hamilton, Ph.D.** West Virginia University. Drug and alcohol dependence rehabilitation; eating disorders; women's issues; sports psychology.

- Bruce A. Hartley, Ph.D.** University of Florida. Etiology of adolescent suicide and crisis intervention techniques, including lethality assessment strategies in school settings; neuropsychological assessment of learning disabilities in children and adults; treatment strategies for adolescent drug abuse including "crack" cocaine (outpatient follow-up in school settings); cognitive-behavioral psychotherapeutic strategies for treatment of depression in gerontologic patients (outpatient).
- Barry L. Hensel, Ph.D.** University of Toledo. Affective disorders; childhood psychopathology; program evaluation; mental health administration; psychotherapy; psychological testing; ethics.
- James J. Kaikobad, Psy.D.** Nova University. Individual, group and family therapy; neuropsychology; rehabilitation psychology; behavioral medicine; biofeedback; forensic neuropsychology.
- Barbara Leah, Psy.D.** Florida Institute of Technology. Individual, couples and family psychotherapy; biofeedback and treatment of stress-related disorders.
- Cliff A. Levin, Ph.D.** Iowa State University. Forensic evaluations; family therapy; addictions counseling; juvenile delinquency; sex offender treatment and adolescents.
- Richard S. Levine, Ph.D.** Northwestern University. Individual and family therapy; children of divorce; cross-cultural issues; ethics.
- Alan J. Lewis, Ph.D.** Hofstra University. Behavioral medicine; biofeedback; neuropsychology evaluation; and behavioral therapy.
- Tom Mabee, Ph.D.** Florida State University. Systems issues; depression, phobias; obsession-compulsion; alcoholism; outcome studies; development of client self help aids.
- Mark Middlebrooks, Ph.D.** Nova University. Behavioral medicine; biofeedback; death and dying; older adults; meditation and transpersonal psychology.
- Linda F. Orr, Ed.S.** Florida Atlantic University. School guidance programs; individual counseling skills; child abuse; family problems; career development.

- Theresa Parnell, Psy.D.** Florida Institute of Technology. Individual and marital psychotherapy; domestic violence; psychological testing; forensic evaluation; MMPI/MMPI-2 research.
- Scott Reisman, Ph.D.** Nova University. Neuropsychological assessment; Parkinson's disease; head injury; biofeedback; stress management.
- Susan Schwartz, Ed.S.** University of Florida. School guidance counseling; individual and classroom behavioral management; school related problems; developmental guidance programs; specific learning disabilities; emotional handicaps; mental retardation; exceptional student identification and educational programming; staff development.
- Theodore V. Smith, Ph.D.** Nova University. Advanced studies in science education and educational research; computer languages; evaluation and testing; research methodology; research design; statistics.
- Stephen M. Stillman, Ph.D.** Ohio State University. Clinical and vocational assessment; individual and group psychotherapy; industrial and organizational consultation; executive assessment; police and public safety psychological evaluation; forensic consultation regarding exceptional children.
- Isabel Streisand, Ph.D.** Nova University. Sex therapy; marital, family and couple counseling; individual and group therapy.
- Larry E. Thompson, Ed.D.** West Virginia University. Cognitive-behavioral therapies with phobias; multiple personalities; generalized anxiety and depressive disorders; mental health/substance abuse service delivery.
- James B. Whitaker, MSW** University of North Carolina. Administration, program development; substance abuse care and treatment.

Center Administration

Frank A. DePiano, Ph.D.	Dean
A. Eugene Shapiro, Ph.D.	Associate Dean
Karen S. Grosby, M.Ed.	Assistant Dean
David Barone, Ph.D.	Director, Maltz Institute
Tom Doriety, M.S.	Director of Administration, Community Mental Health Center
Mary Ann Dutton, Ph.D.	Director of Clinical Training
Bernard Eingold, Ph.D.	Director of Academic Affairs
Pamela Hall, Psy.D.	Director, Child & Adolescent Services
Alan J. Kent, Ph.D.	Director, Case Management/Dual Diagnosis Services
Philinda Hutchings, Ph.D.	Director, Adult Outpatient Services
Len Roth, Ph.D.	Director, Geriatric Institute

Master's Program Administration

Program Administrator	Joyce H. Silverman, M.S.
Assistant Program Administrator	Michael Mattox, M.S.
Program Coordinator	Gerry Oenbrink, M.Ed.
Associate Director/Clinical Training	Alan Katell, Ph.D.
Administrative Assistants	Renah Haas Linda Spradlin

Field-Based Program Site Coordinators

Clearwater	Carole Sharman, M.S.
Coral Springs	Marilyn Garcia, M.S.
Ft. Myers	Patricia Schofield, M.B.A.
Gainesville	Cynthia Lasley, M.S.
Jacksonville	Janice Tolentino, M.S.
Melbourne	Juanita Brooks, Psy.D.
Miami	Renah Haas
Orlando	Jude Porter, M.S.
Palm Beach	Frank Hannah, M.S.
Tampa	TBA

Practicum Coordinators

Clearwater and Tampa	Carmine Pecoraro, M.S.C.A.P.
Coral Springs and Palm Beach	Carol A. Knight, M.S.
Ft. Myers	Barbara Gardner, M.S.
Gainesville	Cynthia Lasley, M.S.
Jacksonville	Joan Hubbard, M.A.
Melbourne	Susan Kiley, M.S.
Miami	Susan Hayden, L.C.S.W.
Orlando	Jude Porter, M.S.
Main Campus	Alan Katell, Ph.D., Associate Director of Clinical Training
Main Campus/School Guidance	Susan Schwartz, Ed.S.

